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ABSTRACT

Presented is the Infant Stimulation Curriculum (developed by the Developmentally Delayed Infant Outreach Project) for parents and teachers to use with children who are developmentally between birth and 36 months of age. Published in a card format at a sixth grade readability level, the curriculum includes introductory cards providing information on the purpose of the curriculum, ways to adapt the curriculum to handicapped children, and how to use the curriculum to identify a child's behavioral level and stimulate development through eight stages for each of the following areas: coordination, locomotion, cognition, receptive language, expressive language, and socialization. Provided is a chart on which to record the child's progress. Each area is covered by 44 to 72 cards, each of which specifies an observable behavior and suggests two or more activities to stimulate the target behavior. Examples of behaviors are ability to put a small can into a larger can (stage 5 of cognition), ability to pull a 1/2" x 3" peg out of a pegboard (stage 4 of coordination) and ability to dry own hands after washing (stage 8 of socialization). (DB)

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INFANT STIMULATION CURRICULUM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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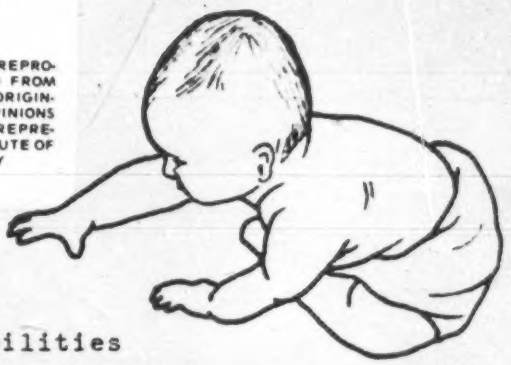

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Card 1

INTRODUCTION

What is the Infant Stimulation Curriculum?

The Infant Stimulation Curriculum lists and describes the things that most children do from birth to three years of age. The Curriculum also describes activities that parents and teachers can use to help children between these ages learn and grow.

Card 2

INTRODUCTION

Why was the Infant Stimulation Curriculum Written?

The most active period of growth for a child's mind and body is the first few years of life. The child's growth depends greatly on the stimulation and training he gets from his parents and teachers. It is therefore important that parents and teachers know what a child should be able to do and how to help a child learn. This Curriculum is a guide for parents and teachers to use as they help the young child grow and learn.

Card 3

INTRODUCTION

How do you use the Curriculum?

The stimulation that parents and teachers give a child helps him grow in several different ways. For example, talking to a child helps the child learn to understand what is meant as well as learn to talk. Helping a child learn to walk helps the child learn how to move about. Showing a child where to look for a toy he dropped helps the child learn how to reason. Since there are many different ways children grow, the Curriculum is divided into the following areas: Coordination, Locomotion, Cognition, Receptive Language, Expressive Language, and Socialization.

Card 4

INTRODUCTION

These areas describe all the different ways children grow:

Coordination

Coordination describes a child's growth in the ability to see things, hold things, and reach for things.

Locomotion

Locomotion describes a child's growth in the ability to move about, like rolling over, crawling, and walking.

Cognition

Cognition describes a child's growth in intellectual abilities such as reasoning and knowing how things work.

Card 5

INTRODUCTION

Receptive Language

Receptive Language describes a child's growth in the ability to understand what is said to him.

Expressive Language

Expressive Language describes a child's growth in the ability to make other people understand what he needs or says.

Socialization

Socialization describes a child's growth in the ability to understand that he is a person as well as to learn how to take care of himself.

Card 6

INTRODUCTION

Each area in the Curriculum has a set of colored cards describing the progressive stages of a child's growth in that area. Look through the Curriculum and see how each group of colored cards describes one of these areas.

After going through the cards, choose only one group of colored cards and look at them.

There are no ages written on the cards. Children grow from Stage 1 (simple skills) to Stage 8 (more difficult skills) according to

INTRODUCTION

their own time chart. Each child grows at a different rate, but each goes through Stage 1, on to Stage 2, then to Stage 3, and so on through Stage 8.

Using the Curriculum -- Areas of Coordination, Locomotion, Cognition, Socialization

On each card in the areas of Coordination, Locomotion, Cognition, and Socialization, you see Behavior as well as Activities. Behavior describes what a child can do if he is at a certain stage of growth. The Activities are suggested games or toys or exercises you can use with the child to help him learn and grow.

INTRODUCTION

To use the cards in these areas with a very young child, first choose one area like Coordination and find at what stage of growth the child is functioning. This is done by reading Card 1 and seeing if the child can already do what the Behavior describes. Keep going through the cards in order until you find a Behavior that the child cannot do. Now you have found the child's approximate stage of growth.

If the child is older and already able to do many things, you do not have to start with Card 1. In this case, read the cards in each area to get an idea of where the child's stage of growth might be. Find some Behaviors you are not sure he can do. Start with Behaviors

INTRODUCTION

just before these. See if the child can do the Behaviors on these cards. Keep going, in order, until he is unable to do a Behavior. This is the child's present stage of growth.

Now that you have found the child's present stage of growth and a Behavior that the child cannot yet do, read the Activities described below the Behavior. Do the Activities suggested or make up similar activities of your own. Keep practicing these activities at least once a day, for several days or weeks, until the child is able to do the Behavior listed on the card. Also, work on the Activities described on the next several cards if the child cannot do the Behaviors listed on them.

Repeat this procedure for the other three areas (Locomotion, Cognition, Socialization). That means you will be working on

INTRODUCTION

several activities every day for each of these areas, helping the child learn and grow in many ways.

Using the Curriculum -- Areas of Expressive Language and Receptive Language.

The Expressive Language and Receptive Language areas are set up a bit differently from the other four areas. Language learning is a process which should be a part of the total daily life of the child; therefore language should be combined with the other four areas covered in this Curriculum. You would not work with the child on the other activities in complete silence. You would TALK AS YOU ARE DOING the activities.

Card 11

INTRODUCTION

The Receptive and Expressive Language cards are divided into stages (as in the other four areas), and on each card is listed a Behavior. Read through the Behaviors in each stage until you find the stage in which the child does not yet do all of the Behaviors. On the last card in each stage, you will find a list of Ideas and Activities which can easily be done with the child in combination with the activities in the other four areas of the Curriculum and can be done with the child throughout the day. When you find the level at which the child is now performing, read over the last card in that stage. If you are not already doing those types of activities with the child, it is important to begin doing them. (It would also be helpful for you to read over the Ideas and Activities cards in any of the stages before that one.)

Card 12

INTRODUCTION

To be able to learn about the world around him, the child needs to have a great variety of experiences and needs to constantly hear the words which describe these experiences -- words for what he sees, for what he hears, for what he smells, for what he touches, for what he feels emotionally (happy, sad, hungry, hurt, etc.). From t the day he is born, during all his waking hours, it is crucial for the child to hear language. The child must first have an understanding of the world around him (receptive language) before he will be able to speak about it (expressive language). If he hears very little language from those around him, then he will learn very little and say very little. Remember, it takes no more time to talk to your

INTRODUCTION

child when you are around him than it does to be silent--and it is so very important to his total development.

TO STIMULATE EVERY ASPECT OF THE CHILD'S GROWTH, IT IS IMPORTANT FOR THE CHILD TO PRACTICE ACTIVITIES IN ALL AREAS OF THE CURRICULUM

Some Behaviors and Activities are written without the "special" child in mind. These children could be blind, deaf, or physically handicapped. If you change the Behaviors and Activities somewhat, these children can still benefit from the curriculum program.

To adapt a Behavior to a child with a handicap, pick out the word(s) which tell something he cannot do and change them to something he can do.

INTRODUCTION

Examples:

Cognition (Card 13) "The child kicks his feet to make mobiles hung above him move." If the child cannot move his legs, replace "legs" with "arms" or something he will move in order to make something happen.

Expressive Language (Card 34) "The child names two or three parts of a doll like its arms....when a person points to a part and asks, "What is this?" If the child is blind, change "shown" to "he feels" or "touches."

Receptive Language (Card 15) "When someone says "bye-bye" to the child he waves by himself." If the child is deaf, change "says" to "says and waves."

To adapt an Activity to a child with a handicap, think about what he can do. Can he hear or see? Can he sit up or crawl? Can he understand or talk? Then think about what he cannot do. Must he lie down

INTRODUCTION

or can he sit up? Can he move his own hands or does he need help? Can he hear you talk or must you use signs or pictures? Knowing all this, you can change the activity to fit the child's needs and abilities.

For example, look at Coordination (Card 15). The Activity is, "hold the child on your lap as you sit up to a table. Place a small block on the table so the child can reach it. Help him pick it up by guiding his hands toward it if it seems he cannot pick it up."

If the child is blind: Tap the cube on the table so he can follow its position by sound or tape a bell on it and jingle it.

If the child is deaf: Use a brightly colored cube so he will watch it. Show him the action you want him to do. Sit in front of him so he can see you and look at you when you talk.

INTRODUCTION

If the child has cerebral palsy: Use other objects that are easier to grasp. Help his hand hold the object. If the child is rigid (spastic), relax muscles by massaging. If he is too loose (athetoid), place object firmly on the table (taped) or on a firm board with an indented hole for the object.

In most cases, children with handicaps will go through the same stages of growth as any child, but at their own speed. A handicapped child can benefit from the Curriculum if small changes are made to fit the child's needs.

Card 17

INTRODUCTION

Some Important Things to Remember

It is very important to remember that the Activities are suggestions for toys and games. The child should not be forced to play games or use the toys suggested if he does not want to. Generally, it is a good idea to do what the child enjoys doing.

Playing with a child should be at a time which is good for both you and the child. After the child's nap may be one good time. The child should be peaceful, happy, and playful.

When the child is young hewill enjoy playing only for a few minutes a day. Later, as he is able to sit by himself, you can play with him longer.

Card 18

INTRODUCTION

Activities can be seen and understood more easily by the child if they are done slowly. Always talk gently to the child and tell him what you are doing while you show him how to do it.

A child also needs to be able to do an activity over and over again. Changing one toy for a similar one and doing the same activity makes the fun of the activity last longer.

The child needs to be encouraged to keep trying. Watch the child and praise him for what he does well. This will make him feel good about himself. Each child does things in his own way and in his own time. It is important to have faith in each dhild's ability and not to compare him with other children.

Card 19

INTRODUCTION

What if you are the Child's Classroom Teacher?

If the teacher is seeing a child and his mother for the first time, her attention needs to be directed toward the mother. This way the child can get used to the teacher's voice, the classroom, and all the new and different things he sees.

When the teacher does talk with the child, she should be quiet and gentleto the child so he does not become afraid or upset.

While the child plays in the classroom, the teacher can watch for the behaviors the child can do. Also, the toys and games he likes may be noted.

When a child begins games of his own, the teacher may join him. The child will show when he is tired of a game or when a change in

Card 20

INTRODUCTION

his position is needed. The teacher must be flexible. She can use the child's restlessness, curiosity, and short attention time to attract him to many new activities in the classroom.

Once the child is comfortable in the classroom, the teacher can begin to use the Curriculum.

Card 21

INTRODUCTION

What are some of the toys the Curriculum uses?

A child needs to play with things interesting to him, and just about everything is of interest to him. Many items in the house are good toys for the child to play with. They are handy, as well as interesting for the child.

Such items include:

Jewelry boxes
Shoe boxes
Plastic containers
Pots and pans
Cooking utensils
Shaving cream
Pencils and crayons
Books and magazines

Card 22

APPENDIX

Each stage in the Curriculum in an approximate age bracket.

Stage 1	0-1 month
Stage 2	1-4 months
Stage 3	4-8 months
Stage 4	8-12 months
Stage 5	12-18 months
Stage 6	18-24 months
Stage 7	24-30 months
Stage 8	30-36 months

Use this guideline of ages and stages to help estimate where the child is functioning. Do not expect the child to do all the behaviors because he is that age. Remember, each child is unique.

Card 1

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Card 2

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Card 3

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Card 4

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INFANT STIMULATION CURRICULUM
CHILD's PROGRESS CHART

CHILD's NAME _____

	Card No	SUCCESS DATE	Card No	SUCCESS DATE	Card No	SUCCESS DATE	Card No	SUCCESS DATE	Card No	SUCCESS DATE	Card No	SUCCESS DATE
STAGE 8	73		66		66		48		50		45	
	72		65				47		49			
	71		64		65				48		44	
	70		63				46					
	69		62		64				47		43	
	68		61				45		46			
	67		60		63		44		45		42	
	66		59				43		44		41	
STAGE 7	65		58		62		42		43		40	
	64		57				41		42			
									41			
	63		56				40		40		39	
			55				39		39			
	62		54		61				38		38	
							38		37			
	61		53				37		36			
									35		37	
	60		52				36		34			
STAGE 6	59		51		60		35		33		36	
					59						35	
	58				58		34		32			
					57						34	
	57		50		56		33		31			
					55				30		33	
					54		32					
	56								29		32	
					53		31					
	55		49		52				28		31	
							30					
	54				51				27		30	
							29				29	
					50				26			
											28	
STAGE 5	53		48		49		28		25			
	52		47		48						27	
	51				47		27		24			
			46								26	
	50		45		46		26		23			
					45						25	
	49		44		44		25		22			
	48		43		43						24	
							24		21			
	47				42							
	46		42		41		23		20		23	
	45		41		40		22		19		22	
	44		40		39							
					38							
	43		39		37		21		18		21	

For stages 1 through 4, please see next page.

	COORDINATION	LOCOMOTION	COGNITION	RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE	SOCIALIZATION
STAGE 4	42	38	36	20	17	20
	41	37	35	19		
	40	36	34	18	16	19
	39	35	33	17		
	38	34	32	16	15	18
	37	33	31	15		
	36	32	30	14	14	
	35	31	29	13	13	17
	34	30	28	12		
	33	29	27	11	12	16
	32	28	26			
	31	27	25			
	30	26	24			
	29	25	23			
	28	24	22			
STAGE 3	27	23	21	10	11	15
	26	22	20			14
	25	21	19		10	13
	24	20	18	9		
	23	19	17		9	12
	22	18	16			11
	21	17	15	8	8	10
	20	16	14			
	19	15	13		7	9
	18	14	12	7		8
	17	13	11		6	
	16	12	10			7
	15	11	9	6	5	6
	14	10	8			
STAGE 2	13	9	7	5	4	5
	12	8	6			
	11	7	5	4		4
	10	6	4		3	
	9	5	3	3		3
	8	4	2			
	7					
	6					
	5					
STAGE 1	4	3	1	2	2	2
	3	2				
	2			1	1	1
	1	1				

LOCATION OF MISPLACED CARDS

Coordination

Card 7 precedes card 43
Card 47 follows card 42
Card 59 precedes card 55
Card 73 precedes card 69

Locomotion

Card 63 precedes card 61

Cognition

Card 43 follows card 37
Card 42 precedes card 46
Card 64 precedes card 55

Card 1

COORDINATION

STAGE 1

Behavior

The child's hands are sometimes open with fingers extended instead of always held tightly fisted.

Activities

1) Play with the child's hands. Hold them in your own, pat them, and run your finger across his palm and fingers.

2) Place the child's blanket in his hand. Have the child touch and feel it, or give the child a small soft stuffed animal to touch.

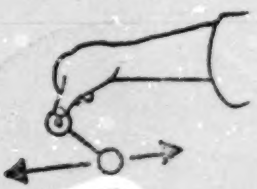
3) When you are washing the child's hands, firmly rub the washcloth over his palms.

4) Hold a finger or small object out to the child, moving it close to his palm.

Card 2

COORDINATION

STAGE 1



Behavior

The child's eyes follow a bright red toy that moves from left to right in front of his face. The toy is held eight inches above the child's face and is moved very slowly.

Activities

1) Hold a small pen light (not a flashlight) about twelve inches above the child's face. Slowly move it from the left to the right side of his face. If the child's eyes do not follow it, try again, moving the light even more slowly this time.

2) Shake a brightly-colored, noise-making toy (like a rattle) while moving it from right to left in front of the child's face, so that he will follow it with his eyes.

Card 3

COORDINATION

STAGE 1

Behavior

The child's eyes follow a bright red toy. The toy is held eight inches above him and is slowly moved up from his chest to his forehead and back again.

Activities

1. Hold a pen light about twelve inches above the child's face. Move it slowly from his face to his chest. If the child's eyes do not follow the light, try again. This time move the light more slowly than you did before.

2. While talking to the child, move your head about slightly so the child will follow you with his eyes.

Card 4

COORDINATION

STAGE 1

Behavior

The child turns his head to follow a moving rattle. Hold the rattle eight inches above him; shake it and move it from the right side of his head to his far left side.

Activities

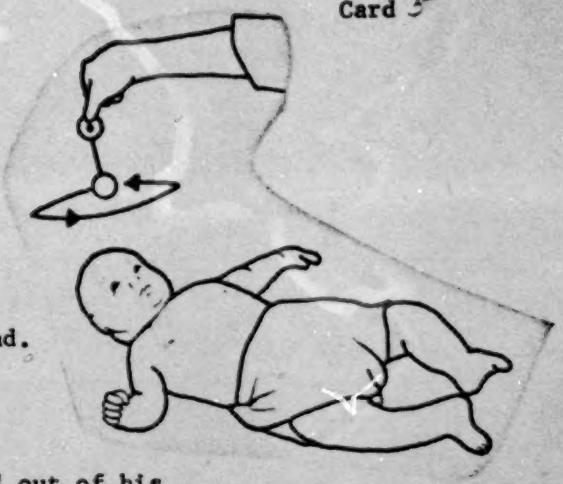
1. Hold a squeeky toy about 8-12 inches above the child's head. Squeek it and move it to his left side so he must turn his head to see it. Do the same to the right side.

2. While standing over the child and talking to him as he lies in his crib, move slowly from his right side to his left side. He will watch you with his eyes.

Card 5

COORDINATION

STAGE 2



Behavior

The child's eyes follow a bright red toy that moves slowly in a circle above his head. The toy is held eight inches above the child's head.

Activities

1) When the child is lying on his back, stand out of his sight and hold a rattle above his face. Shake it gently until he looks at it. When you are sure he sees it, move it slowly in a circle above his head. Then move the rattle in the opposite direction.

2) Hold a pen light about twelve inches above the child's face. Move it in a small circle above his head.

3) Hang a mobile or brightly colored object on a crib above the child's head. Make the mobile move in a circle from time to time.

COORDINATION

Card 6

STAGE 2

Behavior

The child turns his head to look at people and things in a room.

Activities

1) Holding the child, walk around a room so he can look at different things. Talk to him as you walk.

2) Hold objects from twelve to thirty-six inches in front or to the side of the child's face so he can see them.

3) Let the child lay on a blanket as you do your chores in different rooms so he can watch you and look at things in that room. Talk to him as you work.

CARD 8

COORDINATION

STAGE 2

Behavior

The child holds a small rattle like this. All his fingers and thumb curl around the rattle.

Activities

1. Shake a small rattle in front of the child. Put the rattle in his hand. Shake the rattle that is in his hand.
2. Let the child hold on to one of your fingers while you are holding him. Slip your finger into his hand so he can grasp it.
3. Give the child different textured toys to hold such as a small cloth doll, small fuzzy animal, or a piece of sponge.

Card 9

COORDINATION

STAGE 2

Behavior

The child looks at a one inch block that is placed on a table directly in front of him.

Activities

1. Sit up to a table and hold the child on your lap. Shake a small rattle and put it on the table directly in front of the child. See if he looks at it. Shake it again if he does not see it. Talk to the child about the rattle as you shake it.
2. While the child is sitting on your lap, hold a brightly colored toy in front of him. Bring it close to his face and then move it away again. See it he watches it move.
3. Hold the child up to a fish tank. See if he watches the fish move.

Card 10

COORDINATION

STAGE 2

Behavior

The child reaches for toys that hang above his crib.

Activities

1. Hang mobiles and bright, colorful pictures above the child's bed where he can see them. Lift the child's hand and have it touch the mobile.

2. Hold a rattle above the child's stomach, shake it until he see it. Move it slowly down to him. Say, "Get the rattle. Grab it." See if he reaches for it. If he does, give the rattle to him. If he does not, lift his hand and put the rattle in his hand so he can hold it.

Card 11

COORDINATION

STAGE 2

Behavior

The child turns his head to follow a slowly moving tennis ball rolled in front of him.

Activities

1. While the child is sitting on your lap, roll toy cars and trucks back and forth in front of him.

2. Put a toy on top of a pillow or blanket. Move the blanket from left to right in front of the child's face so he can watch it move.

card 12

COORDINATION

STAGE 2

Behavior

The child holds a small rattle like this.

Activities

1) While you are holding the child, let him play with your fingers. Have him hold onto one of your fingers.

2) Give the child a small rattle to hold and play with.

3) Let the child hold small different textured objects such as a cloth doll, fuzzy stuffed animal, or sponge.. Place these objects in the child's hand.

card 13

COORDINATION

STAGE 2

Behavior

The child puts a rattle to his mouth, often putting it in his mouth.

Activities

1) Give the child small-handled toys to play with that are all right for him to put into his mouth.

2) When giving the child his bottle, place his hands on the bottle as if he were holding it. Then help him bring the bottle to his mouth.

3) Put a fuzzy or terry cloth mit on the child's hand and rub the mit softly on the child's face.

4) Put jelly, honey, or some good tasting food on his fingers and allow him to stick his fingers in his mouth.

card 14

COORDINATION

STAGE 3

Behavior

The child reaches for and touches a one inch block that is placed in front of him.

Activities

1) Set the child on your lap up to a table. Place a small block in front of him that is within his reach. See if he reaches for it. If he does not, hit it against the table so he will look at it. Then help him reach for it, by extending his arm.

2) Hold a rattle above the child's chest and shake it. If he reaches for it, let him take it. If he does not reach for it, extend his arm and help him touch it.

3) Put a rattle or bell on the table, so when the child touches it, it will make a noise. Help the child touch it.

card 15

COORDINATION

STAGE 3

Behavior

The child picks up a one inch block with one or both hands.

Activities

1) Hold the child on your lap as you sit up to a table. Place a small block on the table so the child can reach it. Help him pick it up by guiding his hands toward it if it seems he cannot pick it up.

2) Place other toys like small rattles on the table for the child to pick up too. Help him reach for the toy and grasp it.

3) While feeding the child, let him reach for and pick up his food or the spoon.

COORDINATION

STAGE 3

Behavior

The child, when lying on his back, picks up an object he has seen placed on his chest.

Activities

1) While the child is looking at a rattle, move it from above the child's head down to his chest. Help him grab it.

2) Show the child a bright red one inch block. When the child is looking at the block, slowly move it toward his chest. Place it on his chest and say, "Get the block." Help him put his hand on it to pick it up.

3) When playing with the child, tickle his chest. See if he will try to grab or hold your fingers. Or, use your fingers to "walk" from the child's forehead to his chest.

COORDINATION
STAGE 3

Card 17

Behavior

The child, when lying on his back, will pull down a four inch toy ring that is hanging eight inches above him.

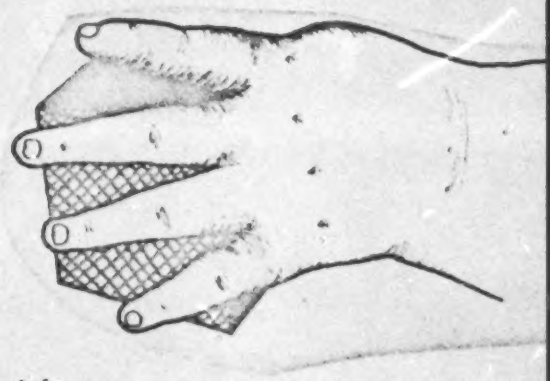
Activities

1) While the child is lying on his back on the floor, kneel behind him so that he cannot see you. Shake a rattle so that he will have to look back and up. When he grasps it, pull lightly on it before letting him have it. If he does not try to grab it, help the child reach and grasp it.

2) Dangle a yarn ball or several pieces of yarn above the child's head so he can grab it. Also use pieces of brightly colored material. Help the child reach and grasp the object.

COORDINATION

STAGE 3



Behavior

The child grasps a one inch block from the side with his fingers spread wide.

Activities

1) Give the child a small block to hold and play with.

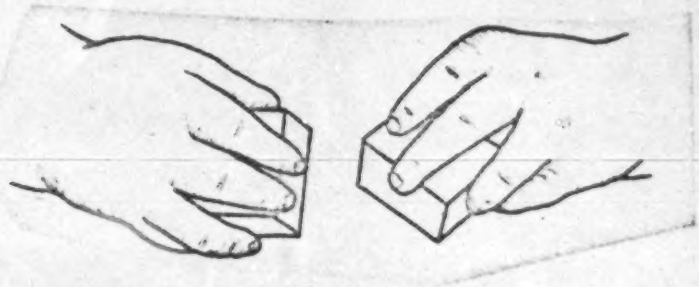
2) Let the child play with small jewelry boxes.

3) Let the child play with soft, small squeeze toys so he can exercise the use of his thumb and fingers. Also sponges and stuffed animals are good toys for this.

COORDINATION

Card 19

STAGE 3



Behavior

The child holds a block in each hand for three or more seconds.

Activities

1) While the child is sitting in his infant chair, hold a small block up for him to take. Then give him another block to hold in his other hand. If he drops it, give it to him again.

2) Let the child hold two small objects like a teething ring and rattle - one in each hand. If he drops one, pick it up and put it back in his hand.

3) Help the child to grasp your index fingers, one in each hand. Move your arms together and apart in front of him.

card 20

COORDINATION

STAGE 3

Behavior

The child reaches for one inch block while holding one in his other hand.

Activities

1) Let the child rake his fingers through sand so he can get the idea of reaching out with his hands.

2) If the child drops the cube he is holding to pick another one up, place the dropped cube near the child's free hand instead of directly in front of him. Help him pick the cube up as you help him hold on to the other cube by gently closing your hand around his hand that has the cube in it.

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card 21

COORDINATION

STAGE 3

Behavior

The child, while sitting on someone's lap, holds and bangs a spoon on a table.

Activities

1) While the child is sitting on your lap, give him toys that are all right for him to hit against a table. Show him how to hit them against the table. Then help him do it.

2) Put a spoon in the child's hand and show him how to hit it against a tin pie pay you are holding.

card 22

COORDINATION

STAGE 3

Behavior

While the child is sitting on someone's lap, he reaches for a toy using only one hand and arm.

Activities

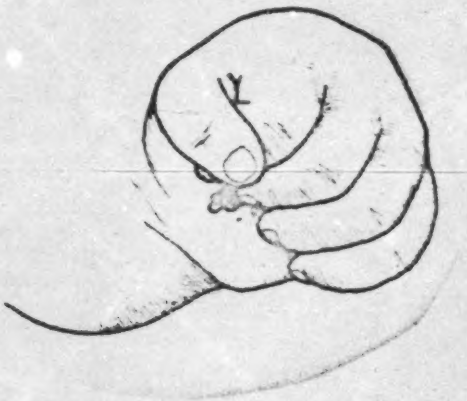
1) Use a small toy that is easily picked up by the child with one hand. Set the toy to the right side of the child, but within reach. Have the child get it. Then set the toy to the left side of the child and have him get it - using just one hand. (Hold other hand gently in his lap.)

2) Dangle a ring or other object on a string above the child. He will reach for it with both hands. Move the ring to one side of his so he will reach for it using just the one hand that is near it. If he tries to use both hands, gently hold his one arm down and encourage him to get the ring.

Card 23

COORDINATION

STAGE 3



Behavior

The child picks up a raisin by using all his fingers to sweep the raisin into the palm of his hand.

Activities

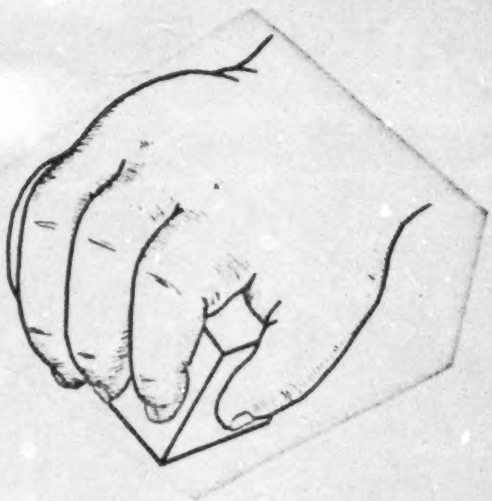
1) Have the child try to feed himself dry cereal, like Captain Crunch, Wheat Chex, or Kix. Put just a few pieces at a time on his food tray. Let him pick them up with his fingers and eat them.

2) Let the child play with a chain of toy keys.

card 24

COORDINATION

STAGE 3



Behavior

The child picks up and holds a one inch block by grasping over the top of the block and holding it in the palm of his hand.

Activities

1) Give the child a small block or box to hold and play with. When you give it to him, set it on the table and let him pick it up and play with it.

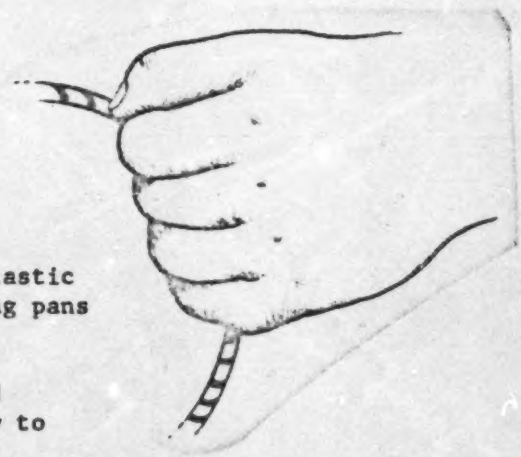
2) Let the child play with large plastic pop beads.

3) During his bath, let the child play with small plastic toys that float. Help him to grasp the objects.

COORDINATION

Card 25

STAGE 3



Behavior

The child lifts a cup or similar shaped object by grabbing its rim.

Activities

1) Let the child play with kitchen tools like plastic bowls, measuring cups, and lightweight cooking pans while you are fixing a meal.

2) Make or buy a toy tambourine - have the child grasp it by the rim as shown and show him how to shake it to make noise.

card 26

COORDINATION

STAGE 3

Behavior

The child, while sitting on someone's lap, holds a toy in one hand and then passes it to his other hand.

Activities

1) Let the child hold and play with a four inch ball or box. He will need to hold it with both his hands.

2) Give the child a small, two inch long car to play with. He will hold it in one hand and finger it with his other hand.

3) When the child is holding a toy, try to move his other arm and hand to touch the toy. Help him to take the toy into his other hand.

4) Sit the child up or lay him on his back to encourage the child's usage of both hands. Give the child toys that he can easily handle.

card 27

COORDINATION

STAGE 3

Behavior

The child grabs and pulls a string by wrapping all his fingers around it.

Activities

1) Give the child a pull toy to play with. Show him how it moves when you pull the string. While the child is sitting on the floor, put the pull toy in front of him and put its string in his hand. Then have him pull the string toward him so the toy will move.

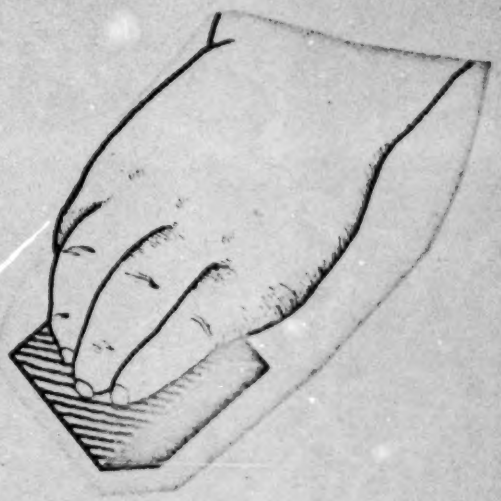
2) Thread two or three beads on a shoe string and make a large bracelet for the child. Let him play with the bracelet.

3) Tie a piece of yarn to a balloon and let the child hold the yarn and play with the balloon.

card 28

COORDINATION

STAGE 4



Behavior

The child picks up and holds a one inch block by grasping over the top of the block. His thumb is on the opposite side of the block that his three fingers are on.

Activities

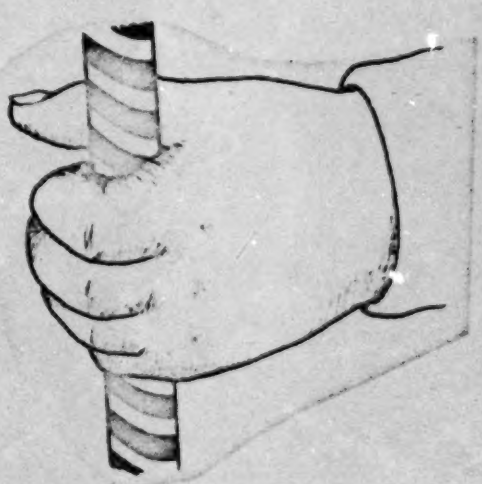
1) Give the child blocks to play with. Give him small blocks as well as large blocks.

2) Let the child play with small toy cars, about three inches long.

card 29

COORDINATION

STAGE 4



Behavior

A child holds a small rattle with all his fingers around one side of the rattle and his thumb around the other side.

Activities

1) Give the child a small rattle to play with. Place it on a flat surface and let the child pick it up.

2) Give the child a small flag on a stick to wave.

3) Allow the child to hold, and feed himself a pretzel stick or piece of stick candy. Encourage him to hold it as shown.

COORDINATION Card 30

STAGE 4

Behavior

The child pulls a 1/2" x 3" peg out of a pegboard.

Activities

1) Stick popsickle sticks or crayons in clay and play doh. Show the child how to pull them out. Then have him pull them out.

2) Make or buy a pegboard that has 3/8" by 3" or larger pegs. Put the pegs in the board. Show the child how to pull them out. If the child does not pull the pegs out after you have shown him how, place his hand on a peg and help him pull it out.

COORDINATION Card 31

STAGE 4

Behavior

The child holds a half inch round stick by wrapping his ring and middle fingers around the stick and extending his index finger along the stick.

Activities

1) Give the child toys to play with that have a stick handle. He can use the handle to push and pull the toy.

2) Allow the child to play with objects that have handles, such as small suitcases or drawers.

3) Have the child beat a toy "drum" (an empty coffee can with a plastic lid) with a stick to make noise.

card 32

COORDINATION

STAGE 4

Behavior

The child picks up a one inch block with his thumb on one side and index fingers on the adjacent side. The rest of his fingers are on the side opposite the thumb side.

Activities

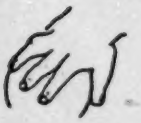
1) Give the child small and large blocks to play with

2) Let the child play with small jewelry boxes

card 33

COORDINATION

STAGE 4



Behavior

The child holds a tennis ball with his thumb and finger spread apart.

Activities

1) Let the child hold and play with clean three or four inch long sponges. Let him play with them in the water during his bath.

2) Play ball with the child. Use a tennis ball, and roll it to the child. Help him roll it to you. Use a soft rubber ball.

card 34

COORDINATION

STAGE 4

Behavior

The child puts a one inch block in a cup after he has seen you do it.

Activities

1) Play a game with the child where he holds and drops a small ball. Have him sit over a large bucket and drop the ball into it. If he will not drop the ball, gently shake the ball free from his hand. Make sure the bucket is below to catch it.

2) Have the child sit at a table and drop a ping-pong ball into a coffee can that is on the table.

3) Show the child how to push a marble or ping-pong ball through a hole cut in the plastic lid of an empty coffee can. Let him do it. Then take off the lid and show him how to release an object from his hand directly into the can. Let him do it.

COORDINATION

Card 35

STAGE 4

Behavior

The child holds a spoon with his four finger tips curled around the bottom of the handle and the thumb on top.

Activities

1) After the child has finished eating, let him hold the spoon he will be using later to feed himself.

2) Cut up small pieces of meat to stab the child's fork into. Let the child hold the fork himself and feed himself. Make sure the fork is short or dull-pronged.

card 36

COORDINATION

STAGE 4

Behavior

The child bangs together toys he is holding in each hand.

Activities

1) Give the child two blocks. You take two blocks, holding one in each hand. Hit the blocks together. See if you can get the child to do what you did. Help him hit the blocks together by holding onto his hands and gently clapping them together.

2) Have the child hold two spoons, one in each hand, and bang them together. Also use other toys that make interesting clinking sounds.

3) Have the child bang together toy "cymbals" (or two small pan lids) that will make noise only when hit together.

Card 37

COORDINATION

STAGE 4

Behavior

The child holds a small ball with his thumb opposite his fingers.

Activities

1) Give the child toys he can squeeze like empty plastic shampoo bottles and sponge toys.

2) Let the child handle a small peach, plum, or some other round fruit while he is eating it.

3) Blow a balloon part way up. Show the child how he can grab it with his hand. Let him play with it.

card 38

COORDINATION

STAGE 4

Behavior

The child picks up a raisin using all his fingers and thumb.

Activities

1) Cut a wide slot in the plastic lid of a can. Let the child pick up pennies or buttons and put them through the slot. Empty the can and let him do it again.

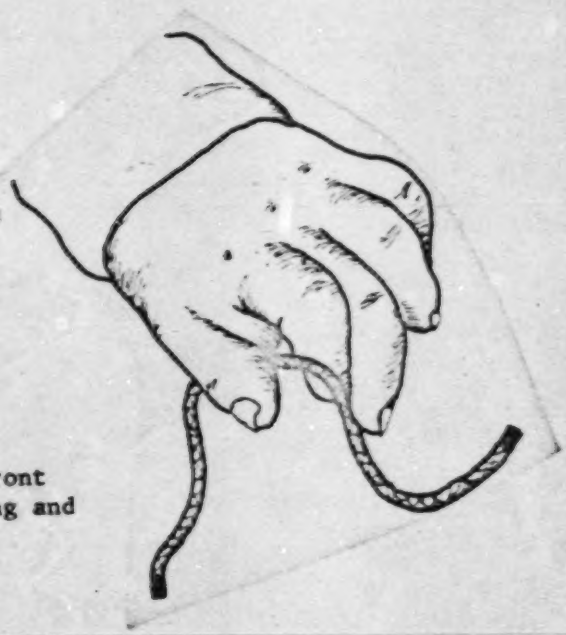
2) Let the child finger feed himself raisins and cereal flakes.

3) Also give the child small squeeze toys to play with.

card 39

COORDINATION

STAGE 4



Behavior

The child picks up a string pinching it between the side of his index finger.

Activities

1) Have the child finger feed himself green beans or carrot strips.

2) Tie a string to a toy. Place the toy in front of the child and have him pick up the string and pull the toy toward him.

card 40

COORDINATION

STAGE 4

Behavior

The child pokes at things using his index finger.

Activities

1) Spread a small amount of shaving cream on a table. Poke at the shaving cream using your index finger. Help the child poke at the shaving cream with his index finger.

2) Draw pictures in sand using your index finger. Have the child draw with his finger in the sand, too.

3) Also let the child play with play doh, punching it with his finger after you show him how.

card 41

COORDINATION

STAGE 4

Behavior

The child pushes a 2" x 5" wooden toy car. None of its wheels lift off the table.

Activities

1) Encourage the child to push a train or other small action-type toys across the floor.

2) Let the child push a small box, such as a small show box, across the floor or table.

CARD 42

COORDINATION

STAGE 4

Behavior

The child can hold a bottle and drop small objects into the wide mouth of the bottle.

Activities

1) Play a game where the child must hold his hand in a paper circle on the floor while he puts toys or blocks into the circle with his other hand.

2) Have the child play musical instruments like a drum or xylophone by using one hand to hold the instrument and the other hand to play the instrument with.

3) Have the child hold a stick vertically with one hand and have him put rings on it using his other hand.

COORDINATION

Card 47

STAGE 5

Behavior

The child unwraps a small tootsie roll.

Activities

1) Stick pieces of scotch tape on a table (leave a tab on them) and have the child pull them up off the table.

2) Fold a small toy in wax paper and help the child unwrap it to see what's inside.

3) Stick pieces of tape to a stick (leave a tab). Have the child pull the tape off with one hand while holding the stick with his other hand.

COORDINATION

Card 7

STAGE 2

Behavior

The child reacts to a half sheet of paper, 8½" x 5½", put on his face. He will turn his head and show increased movement or he will stop all movement.

Activities

1. Hold the child's washcloth above his face. Gently drag it over his face.
2. Play peek-a-boo with the child using a kleenex placed upon his face.

card 43

COORDINATION

STAGE 5

Behavior

The child can roll a ball (the size of a basketball) forward after an adult shows him how.

Activities

1) Help the child learn to roll a ball. Sit on the floor behind the child, with him sitting between your legs. Place his hands around the ball so when he pushes forward the ball will roll forward. Say, "Push the ball" and help him push forward. Use a ball that is brightly colored or one that makes noise when it is moved.

2) Have the child sit on the floor and play with large twelve to fifteen inch trucks that he can push forward. Show him how to push them.

card 44

COORDINATION

STAGE 5

Behavior

The child puts things in and takes things out of big containers.

Activities

1) Have the child drop small toys into a plastic bowl. Then he can dump the toys out and begin again.

2) Help the child drop wooden pegs into a coffee can. Or let him drop other objects that make a clinking sound.

3) Have the child help you clean up around his toy chest, by having him drop his toys into the chest.

card 45

COORDINATION

STAGE 5

Behavior

The child will mark on a piece of paper with a crayon after seeing you draw on it.

Activities

1) Draw pictures in sand using a half inch round stick. Help the child hold a stick and mark in the sand too. Point out to him the marks he is making in the sand.

2) Show the child how to make big, long marks using a crayon. Help him hold the crayon so he can make marks and scribble.

3) Sitting on a table, help the child hold a large paint brush, making long strokes on a piece of paper. Use water on colored paper or a portable blackboard.

card 46

COORDINATION

STAGE 5

Behavior

The child stacks one inch blocks two high after an adult shows him how.

Activities

1) Use toys that are light in weight so the child can pick them up with the thumb and fingers. Show the child how to stack sponges. Help him stack sponges.

2) Place large blocks in a pile in front of the child. Build a tower with two or three. Do not knock it down. Ask the child to make one too. Hand him blocks one at a time to build with.

Card 48

COORDINATION

STAGE 5

Behavior

The child picks up a raisin using the tip of his index finger and thumb.

Activities

1) Let the child pick up small objects like paper clips, small screws, and buttons and drop them into large jars or cans.

2) Have the child finger feed himself dry cereal, small marshmallows, or raisins.

COORDINATION

STAGE 5

Behavior

The child dumps a small object such as a raisin from a small bottle after an adult shows him how.

Activities

1) Have the child watch as you put a raisin (or object that will make a noise--such as a screw) into a small bottle. Show him how to dump it out.

2) Play with a small piece of pipe, having the child watch as you roll a marble or other small object through it. Let him look through it. Have him put the marble in it. Roll the marble half way through. See if the child will push his side down to make it roll out.

COORDINATION

STAGE 5

Card 50

Behavior

The child hoids three blocks all at once. The blocks are one inch cubes.

Activities

1) When the child is holding two small objects (a stacking ring and a two inch car) offer him a third thing that can easily be held like a small ball on it. Help him grasp it.

2) If the child has trouble holding three objects at once, show him how he can use his chest to help hold them. Give child two small dolls (6-10 inches), then give him a third doll to hold.

card 51

COORDINATION

STAGE 5

Behavior

The child picks up a string pinching it between his thumb and the tip of his index finger.

Activities

1) Give the child winding toys to play with. Help the child wind them up if he needs help.

2) Have the child help you pick up paper clips and rubber bands that you accidentally drop on the floor.

3) Place a small rubber band around the ends of the child's thumb and index finger. Have him stretch the band.

4) Pinch clay between your index finger and thumb. Help the child do the same.

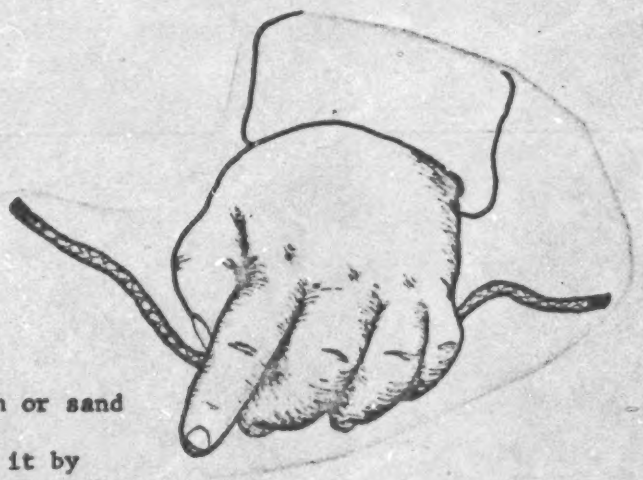
card 52

COORDINATION

STAGE 5

Behavior

The child picks up a raisin using his thumb and index finger only.



Activities

1) Have the child play with play dough or sand Show the child how to pinch it and have him pinch it. Help him pinch it by pinching his thumb and index finger together.

2) Give the child cereal flakes and raisins to eat. Let him pick them up using his fingers.

3) Have the child pick up small beads and drop them in a can.

card 53

COORDINATION

STAGE 5

Behavior

The child can put at least five pegs (½" x 3/4") in a pegboard.

Activities

1) Have the child stick popsickle sticks through the small top of a shampoo bottle, or have him stick them in clay and pull them out again.

2) Show the child how to put 3/8" x 3" or larger pegs in a pegboard. Encourage him to do the same. Help the child put them in by guiding his hand.

card 54

COORDINATION

STAGE 6

Behavior

The child turns thin pages of a book two to three pages at a time.

Activities

1. Let the child look through a family photo album, the kind that has thick pages. Help him turn the pasges as you look through the album together and talk about the people in the pictures. You can also make an album by pasting pictures on cardboard.

2) Make a book by pasting pictures to 8" x 10" poster board. Put two holes in one side of each page. Tie the pages together by putting a string through the holes and tying. Let the child turn the pages and talk about the pictures. Put masking tape along the right edge of the pages giving the child a thicker surface to grasp.

3) Give the child children's books which have thick pages to look through. Help him turn the pages one by one.

card 59

COORDINATION

STAGE 6

Behavior

The child turns doorknob.

Activities

1) Show the child how to twirl a flag attached to a stick. Play some marching music and both of you twirl your flags.

2) Show the child how to use a screw type bottle, like a ketchup bottle. Help him screw the lid on and off.

3) When entering or leaving rooms, let the child open the door. Help him reach the doorknob by letting him stand on a small stool or lifting him up. Help him turn the knob to open the door.

4) Help the child turn the knob on a music box when the music stops.

card 55

COORDINATION

STAGE 6

Behavior

The child makes a train of three blocks when shown how.

Activities

1) Have the child help you line up books or boxes side by side. He can also help you put shoes in a closet side by side. Show him how to place these things side by side.

2) Show the child how to make a train of large blocks. See if the child can set the blocks side by side in a straight line.

card 56

COORDINATION

STAGE 6

Behavior

The child draws a line down a page when he sees someone else do it.

Activities

1) When the child is playing with finger paints, see if he can make lines with his index finger that go up and down the paper.

2) Make a stencil (template) out of a 8" x 10" piece of cardboard. Cut a 1" wide space from the top of the stencil to the bottom. First, place the stencil over a piece of sandpaper that is hung on the wall. Have the child feel the sandpaper by running his index finger down the cut part of the stencil. Then place the stencil over a piece of sandpaper that is on the table. And, have the child do the same. Next, put the stencil over a piece of paper that is hung on the wall and have the child draw a line down the paper within the cut out space on the stencil. Then have the child do the same when the stencil is placed on a piece of paper on the table. Finally, have the child draw a streight line down a piece of paper using a large crayon that is hung on the wall, without using the stencil. Then have him draw a line on a piece of paper that is on the table.

card 57

COORDINATION

STAGE 6

Behavior

The child builds a tower using 3-5 one inch blocks.

Activities

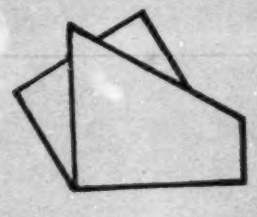
1. Use 5" x 5" sponges to build towers. Help the child stack the sponges.

2. Show the child how to build a tower of large blocks. Make a game of seeing how high the tower can get before it falls down or you knock it down.

card 58

COORDINATION

STAGE 6



Behavior

The child tries to fold a paper, one end over the other side, when shown how, but his fold is not neat.

Activities

1) Let the child help you turn the pages of a newspaper and then fold it up.

2) Have the child help you fold washclothes in half. Show him how it is done. Then help him fold some.

card 60

COORDINATION

STAGE 7

Behavior

The child draws a line straight across a paper when shown how.

Activities

1) Have the child make lines across his paper using his index finger when he is finger painting.

2) The child can paint with water paints using a large brush or sponge. Have him make long strokes across the paper with his brush (or he can fingerpaint on sandpaper).

3) Make a stencil (template) out of cardboard, cutting a 1" wide slot across it. Use it the same as the stencil from a previous card, activity 2, only have the stencil line across the page instead of down.

card 61

COORDINATION

STAGE 7

Behavior

The child can stand and throw a tennis ball overhanded (forward).

Activities

1) Play target games with the child. Draw the face of a clown on a large piece of cardboard that can be stood up. Have the child stand about three feet away and try to throw bean bags at the clown's mouth. Gradually raise the height of the clown's face by hanging it at first one foot above the floor then two feet as the child begins to throw better.

2) Blow up balloons and have the child hit them overhanded as you throw them up in the air.

3) Hang a hoop with a bell attached to it that hangs down in the middle of it. Have the child throw a bean bag overhanded through the hoop hitting the bell. When the child hits the bell it will ring.

card 62

COORDINATION

STAGE 7

Behavior

The child builds a tower using six to seven one inch blocks.

Activities

1) Let the child stack brick-shaped sponges. Use about a dozen sponges because he will be able to stack more sponges than blocks.

2) Have the child build towers of cans that do not have rims or boxes. Make sure there are no sharp edges on the cans.

card 63

COORDINATION

STAGE 7

Behavior

The child threads at least three large three-inch beads on a long shoe string.

Activities

1) Have the child put a straw through a ½" hole punched in the middle of three-inch cardboard circles.

2) Show the child how to string beads or buttons using a shoe string. Have the child pick the bead up in one hand and the string in the other hand. Then take the child's hands and help him string the beads. As you do this describe each step to the child.

3) Knot a long paper straw on one end. Help the child string beads on the straw. Then cut about ½" all the end of the straw the next few times he strings beads so that each time the child has less straw to hold.

card 64

COORDINATION

STAGE 7

Behavior

The child turns thin pages of a book one at a time.

Activities

1) Let the child put plates or napkins on the table before mealtime.

2) Make a picture book out of poster board. Look through the book with the child and have him turn the pages. Help him if he needs it.

3) Let the child play with an old deck of playing cards.

4) Let the child sit at a table and look through a magazine with you. Let him help turn the pages.

card 65

COORDINATION

STAGE 7

Behavior

The child draws circular scribbles on paper or a blackboard.

Activities

1) Give the child newspaper and pencil or crayon to draw with. Help the child scribble. Write or draw lines, circles, etc., yourself while the child is drawing.

2) Draw pictures in sand using a stick. Have the child make marks in the sand, too, using a stick. Make circles, lines and scribbles.

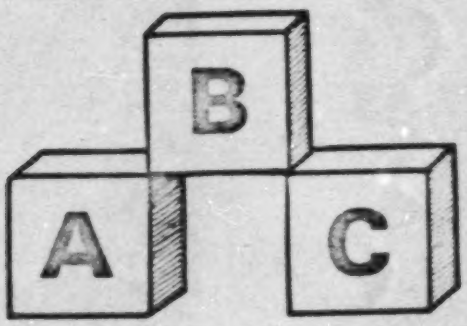
3) Let the child play with chalk on a chalkboard. Show him how to scribble with the chalk and to make circles and lines.

4) Make a circle stencil out of cardboard. Identify the shape for the child and help him follow with a pencil. Show him the circle he has drawn.

card 66

COORDINATION

STAGE 8



Behavior

The child uses three one-inch blocks to make a bridge when shown how.

Activities

1) Have the child stack rectangular boxes to make a bridge. Show him how to make a bridge.

2) Let the child stack larger blocks and then make bridges using these blocks after you show him how. Point out the space to him. Push a small object, like a pencil, through the gap.

3) Make a "bridge", "house" or "tunnel" out of shoeboxes, using the lids to make a structure with an open space at each end.

card 67

COORDINATION

STAGE 8

Behavior

The child can string four one-inch beads in two minutes using a shoe string.

Activities

1) Use a larger paper punch to punch large holes in 1½" pieces of cardboard. Have the child string a shoe string through the holes. Then punch holes in 1" pieces of cardboard and have the child string these. Help the child.

2) Have the child string large macaroni noodles and assorted sizes of beads and buttons with large holes.

card 68

COORDINATION

STAGE 8

Behavior

The child can place 10 pegs (¼" x 2") pegs in a pegboard.

Activities

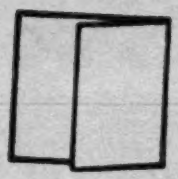
1) Find a used coffee can and its plastic lid. Cut a ½" wide hole in the lid. Show the child how 3/8" x 3" pegs can be pushed through the hole. Let him fill up the can, then dump out the pegs.

2) Let the child push popsickle sticks into clay so that they stand up in a circle or line.

card 73

COORDINATION

STAGE 8



Behavior

The child folds a 9" x 11" piece of paper neatly when shown how.

Activities

1) Let the child help you fold paper napkins or towels to place on the dinner table.

2) Show the child how to fold a piece of paper in half. Show him how to put the corners together to do so. Then let him try. Paper that has its two halves colored different colors can also help the child know that he has folded too far.

3) Let the child help you fold the laundry. Have him practice on the washclothes.

COORDINATION

Card 69

STAGE 8

Behavior

The child can build a tower of 9-10 blocks. Blocks are one inch.

Activities

1) Have the child build a tower using several small jewelry boxes.

2) Play a game with the child seeing how high he can build a tower before it falls down.

card 70

COORDINATION

STAGE 8

Behavior

The child holds a crayon or pencil with his fingers instead of with his fist.

Activities

1) Give the child a crayon and paper to draw pictures. Show him how to hold the crayon to draw. Help him hold it properly.

2) Have the child draw pictures in the sand using a stick and holding it like a pencil. Gently hold his hand in the proper position and help him mark in the sand.

3) Let the child paint with a small paintbrush or draw with pieces of chalk. Show him how to hold the brush with his fingers.

COORDINATION

STAGE 8

Card 71

Behavior

The child can close his hand into a fist leaving his thumb out. Then he can move his thumb about when shown how.

Activities

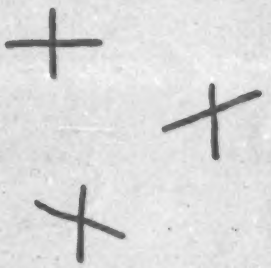
1) Have the child make his thumb print in clay.

2) Play thumb games with the child like "Where is Tall Man." Or, draw a face on the child's thumb to make a thumb puppet.

3) Have the child push a marble with his thumb through a small hole cut in the plastic lid of a coffee can.

COORDINATION

STAGE 3



Behavior

The child can draw a cross when he sees someone else do it. (It need not be crossed perfectly through the middle.)

Activities

1) Spread shaving cream on a table or in a sand box. Have the child make crosses in it using his index finger after you have shown him how.

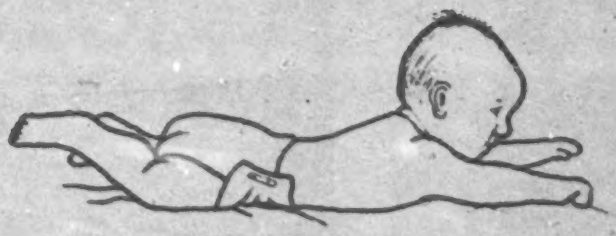
2) When the child is painting with water colors or crayons have him draw crosses for you. Show him how, if needed.

3) Use a stencil same as Card 57, Activity 2, only the stencil should be of a cross rather than a straight line.

Card 1

LOCOMOTION

STAGE 1



Behavior

The child lifts his head up when he lies on his stomach.

Activities

1) Lay the child on his stomach. Shake a bright colored toy in front of his face and raise it. Talk to him, getting him to raise his head.

2) Lay the child on his stomach on your lap. Hold him so that his head is slightly lower than the rest of his body, but just for a second. The child will lift his head when you do this.

LOCOMOTION

Card 2

STAGE 1

Behavior

The child rolls over partway when he is on his back and his head is turned to one side.

Activities

1) Turn the child's head to the right. Gently push his left shoulder towards his right side. As the child begins to learn how to roll, decrease the amount of push.

2) Do the same to his left side, placing a brightly colored toy on his left side so he will want to roll over to look at it.

3) Leave the child propped on his side with a sturdy pillow behind his back. Place some colorful toys within reach for him to look at.

Card 3

LOCOMOTION

STAGE 1

Behavior

The child straightens his leg when someone pushes the bottom of his foot.

Activities

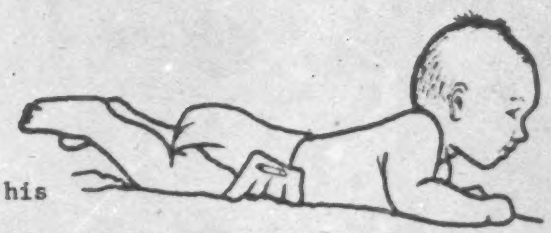
1) While the child lies on his back, move his legs in a bicycling motion, stopping to push his knee toward his chest, causing him to straighten his legs.

2) Place the child close to the bottom of the crib so when he stretches his legs out, he will push on the crib.

Card 4

LOCOMOTION

STAGE 2



Behavior

While lying on his stomach, the child pushes up his head and chest on his forearms.

Activities

1) When the child lies on the floor, get down onthe floor in front of him and talk to him. See if he will raise his head to look at you. Place his arms with elbows bent in front of him to help him support his weight.

2) If the child does not prop himself upon his elbows, then put him in this position. Place a small, rolled towel under his chest. This will take some of the weight off the child's arms. Play with the child and talk to him while he is lying like this.

Card 5

LOCOMOTION

STAGE 2

Behavior

The child can hold his balance without falling when someone gently pushes him to one side at his shoulder. The child is lying on his stomach and resting on his forearms.

Activities

1) While the child is lying on his stomach and is resting on his forearms, gently push him at the shoulders from side to side. If the child does not catch himself, gently hold his forearms down and push again.

2) Also, gently push the child forward and backward at his shoulder. This help him learn how to balance himself.

LOCOMOTION

Card 6

STAGE 2

Behavior

When lying on his back the child's chin touches his chest when he looks at someone standing at his feet.

Activities

1) Have the child look at you as you stand at the foot of the crib. Put the child on his back and place your index fingers in the palm of his hands. Then gently raise his hands until his elbows are bent. Do not raise his head off the mat. He will look at you as you talk and smile to him.

2) Hold the child around his lower chest while he is facing you and sitting on your lap. Gently move him slightly backwards, encouraging him to hold his head upright. Do not move him so far that his head falls backward.

Card 7

LOCOMOTION

STAGE 2

Behavior

The child rolls from his back to his stomach.

Activities

1) Place the child on his back. Hold his right wrist and cup the left leg at the thigh, bending at his hip and knee. Stretch the child's right arm upward and out from his head and begin rolling him toward his right side and over onto his stomach. Do it again using his left leg.

2) Place a favorite toy on his right side, slightly above his eye level, to encourage him to roll over. Help him roll over to get the toy. Do the same with his left side.

LOCOMOTION

Card 8

STAGE 2

Behavior

While the child is being held up under his arms with his feet touching the floor, he will bounce up and down.

Activities

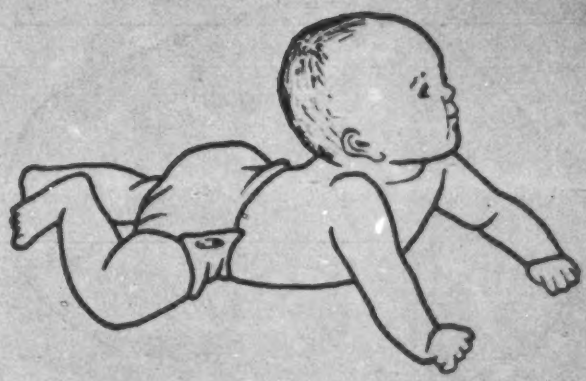
1) Sing a song and bounce the child, holding him firmly around his middle and shoulders, letting his feet touch the floor (preferably a carpeted floor). He will enjoy this kind of dancing.

2) Hold the child around his chest and place his feet on a hard surface. As he straightens his legs, allow him to take as much weight as he can hold on his feet. Do not be concerned if he rises up on his toes and curls them. This is a natural reflex. This can also be done while you're sitting and holding the child. The child's feet will touch your thighs.

Card 9

LOCOMOTION

STAGE 2



Behavior

The child lies on his stomach and lifts his head and chest. His arms are straightened and support his weight.

Activities

1) Place the child's chest on a small rolled towel while he is lying on his stomach. Dangle a toy in front of him. Then roll him forward onto his arms, bringing his weight forward over his hands as you keep his elbows straight. Gradually decrease your support at his elbows so he will be supporting his body weight on his hands.

2) Hold the child at his stomach and hips. Lower him down toward a table so he straightens out his arms and supports his body's weight on his hands.

LOCOMOTION

Card 10

STAGE 2

Behavior

The child can hold his balance without falling when someone gently pushes him to one side at his shoulders. The child is laying on his stomach and his arms are straightened holding his chest and head up.

Activities

1) While the child is lying on his stomach and has his head and chest up and supported by his outstretched arms, gently push him at the shoulders from side to side. If the child does not catch himself, gently hold his hands down and push again.

2) Also, gently push him forward and backward at his shoulders. This helps him learn how to balance himself.

Card 11

LOCOMOTION

STAGE 3

Behavior

The child can sit supported on your lap or in a sturdy chair for one minute.

Activities

1) Prop the child up in a corner with pillows around all sides to he is sitting up. Place a few bright toys in front of him. Let him sit at least a minute, each time have him sit for longer time period.

2) Sit on the floor with your legs spread apart, knees bent. Place the child between your legs resting against your chest and legs. Dangle objects in front of him. Gradually lower your knees so he is just resting against your chest.

LOCOMOTION

Card 12

STAGE 3

Behavior

The child can roll from side to side while on his back.

Activities

1) Place child on his side. Gently push his shoulder and hip so he'll roll over on his back. Continue to push on his back and hip so he'll roll over to the other side. Let him rest there and play with a toy.

2) Place child on his side. Hold a favorite musical toy in front of him, then move it in back of him. Make it play to encourage him to roll over on his back. Gently push him if he doesn't. Then move the toy to his side and encourage him to roll on to his side. Help him if necessary. Let him play with the toy.

Card 13

LOCOMOTION

STAGE 3

Behavior

When the child is being held in a sitting position and is rocked from side to side, he will hold his head steady.

Activities

1) Sit the child on your lap with his back against your chest. Hug him with one of your arms around his chest. Rock him gently from side to side holding his head steady with your free hand. Decrease the support you give his head as he becomes able to hold his head steady.

2) Place the child over a large rolled towel as if he were riding a horse. Hold the child and rock the rolled towel gently from side to side.

LOCOMOTION

Card 14

STAGE 3

Behavior

The child rolls from his stomach to his back.

Activities

1) Place the child on his stomach with his weight on his forearms. Then fold his right arm under his chest, and he will almost immediately begin to roll over onto his right side. Lift the child slightly at the left hip or shoulder to help him roll the rest of the way onto his back.

2) Put the child in the same position, but this time hold a toy above him or ring a bell to get his attention. Move the toy to his other side. He will follow the toy with his eyes and head and naturally roll over.

3) Hold a toy above the child's eye level so he will raise his head and put weight on his forearms. Then slowly bring the toy over the child's shoulder and across his back. The child will follow the toy with his eyes and roll over.

Card 15

LOCOMOTION

STAGE 3

Behavior

When the child is lying on his back and someone pulls his arms forward until he is in a sitting position, he will hold his head steady. He will not let his head fall forward or backward.

Activities

1) Hold onto the child's hands while he is sitting up. Slowly lower him to the floor while you are holding onto his hands. Support his head at first, then decrease support each time.

2) While the child is sitting facing you and you are supporting his back by holding him at his waist, push your forehead against his as you talk to him. This helps him strengthen his neck muscles.

LOCOMOTION

Card 16

STAGE 3

Behavior

The child sits with his hands supporting his upper body weight for one minute. His head is forward and his back is rounded.

Activities

1) Put the child in a sitting position with his hands supporting his upper body weight on his legs. Put pillows around him for support. Dangle a toy at his eye level to keep his head up.

2) Prop the child up in a sitting position between your legs with his back against your chest. Dangle a toy in front of him but slightly above his eye level so he will keep his head up and hands on his legs to support himself.

Card 17

LOCOMOTION

STAGE 3

Behavior

The child will move forward a foot or more while lying on his stomach.

Activities

1) Place a rattle toy the child likes just within reach of his hands while he is lying on his stomach. Encourage him to get the toy and shake it.

2) Place a toy the child likes slightly out of his reach while he is lying on his stomach. Have him reach for the toy. Help him get the toy by pushing him toward it. Push on the bottom of 1 foot at a time.

3) While the child is lying on the floor on his stomach, get down in front of him. Encourage him to move toward you.

4) Put the child at the bottom part of the crib so his feet rest against the end of the crib. Place a toy at the top part of the crib. The child will be able to push his feet against the crib and move forward toward the toy.

LOCOMOTION

Card 18

STAGE 3

Behavior

The child supports himself on only one arm while sitting. This frees the other hand to play with toys.

Activities

1) While the child is sitting, place one of his hands on a toy with wheels and slowly run it back and forth to give him the experience of being slightly off balance.

2) Hold a bell in front of the child at his shoulder level while he is sitting up. Ring the bell. This will encourage the child to raise one hand to reach for it and help him develop better balance. If the child hesitates, put the child's arm out in front of him and on the floor so he can support himself.

3) Place toys about 6 inches in front of the child while he is sitting by himself. Help him get the toy by placing one hand down for balance then help him reach with the other hand.

LOCOMOTION

STAGE 3

Behavior

The child sits without the support of his arms touching the floor or elsewhere for thirty seconds or more. His back may be rounded.

Activities

1) Have the child sit as long as he can without another person's support, and look at mobiles that are hung at his eye level. After he does that, support him at his hips so he can have both hands free to play with toys while sitting.

2) When the child is on his back, take hold of his hands and gently pull him forward so he can sit up. Let go of his hands when he becomes steady. Play a game of "I'm holding you - I'm not holding you" for periods of 5 seconds to a minute alternating actions.

3) When the child is sitting, play records and help the child clap his hands to the beat of the music. First hold his hands in yours and clap them, then let go so he will do it himself.

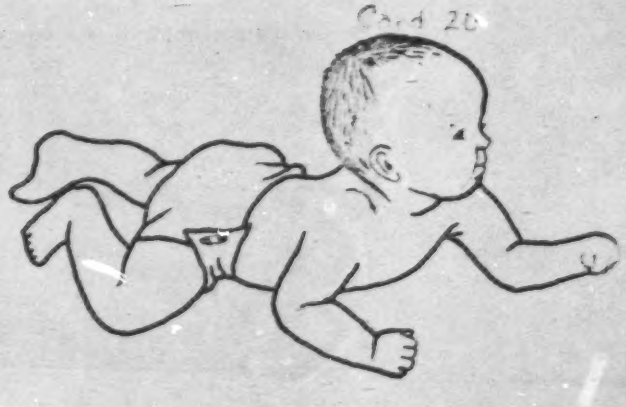
LOCOMOTION

STAGE 3

Card 20

Behavior

When the child is lying on his stomach, he pushes one knee forward beside his body while moving forward.



Activities

1) Place your hand at the child's thigh while he is on his stomach. Help him bring his knee out to one side so he can get a better push off in trying to crawl toward a toy placed in front of him. Then do the same to his other leg.

2) Place your hand on the sole of the child's foot that is drawn up close to his hip. This gives him something to push against, making it easier for him to crawl forward. Do the same with the other foot.

Card 21

LOCOMOTION

STAGE 3

Behavior

The child stands for one minute or more while holding onto something.

Activities

1) Help the child stand by holding onto his hands. Gradually increase his standing time from 10 to 20 to 30 to 60 seconds.

2) Place a low chair near the child and leave a favorite toy on the chair so the child can see it. Lean the child up against the chair so he can play with the toy.

3) Let the child lean against a locked screen door or low window so he can look outside.

LOCOMOTION

Card 22

STAGE 4

Behavior

The child can balance himself without falling for one minute when he is on "all fours." That is, his stomach is lifted and his weight is on his hands and knees.

Activities

1) Place the child on "all fours" - hands and knees supporting him at the waist. Encourage him to look up at a dangling toy above his head. Let him stay in this position as long as he helps support his weight.

2) Strengthen the child's arms by holding him at his waist and lifting his legs slightly off the floor so most of his body weight is supported by his arms.

Card 23

LOCOMOTION

STAGE 4

Behavior

The child sits on the floor without support for more than ten minutes. He holds his head up and his back is straight.

Activities

1) Have the child sit on an arm chair with his feet flat on the floor. Place him at a low table which is at his elbow height. Give him toys to play with while he is sitting this way.

2) Place toys to the back and to the side of the child while he is sitting unsupported on the floor so he will have to turn to reach them.

3) While the child is sitting, have him raise his head and straighten his back. Dangle a toy or hand a mobile in front of him but slightly above his eye level.

LOCOMOTION

Card 24

STAGE 4

Behavior

The child can balance himself without falling when someone gently pushes him to one side at his shoulder. He is sitting without support.

Activities

1) Place the child on the floor, sitting up. Rock him lightly from side to side but far enough so he needs to put his hand out to break his fall. Place his hand out the first few times to give him the idea.

2) Sit the child on the floor. Push him lightly from side to side or forward and backward so he can get the feeling of being off balance.

3) Put a toy far enough to the child's side that he must become unbalanced to reach it. Encourage him to reach for it.

Card 25

LOCOMOTION

STAGE 4

Behavior

The child, when sitting, can move onto his stomach.

Activities

1) While the child is sitting up, show him a favorite toy then place it behind him 2-3 feet. Help him to lie down to get it by turning his shoulders to the side so his arms are on the floor facing backward. Gently push his hip in the same direction so his body will turn over and lie flat on the floor. Let him have the toy once he is lying down.

LOCOMOTION

Card 26

STAGE 4

Behavior

The child, when lying on his stomach, can sit up by himself.

Activities

1) When the child is on hands and knees, move his right knee slightly forward. This will shift most of his weight to his right hip. Push backward gently on his left shoulder. His right leg will then fold under him, and he will be in a sitting position.

2) While kneeling in back of a child lying on his stomach, place your hands firmly on his, then push against his feet with your knees to help him rise up into a knee position.

3) When the child is lying on his stomach, hold a toy he wants about two feet above his head so he will try to sit up to get it.

Card 27

LOCOMOTION

STAGE 4

Behavior

The child, when lying on his back, can sit up by himself.

Activities

1) Lay the child on his back and hold him at his hips with one hand. Take the child's right shoulder and gently roll him onto his left elbow. When he is on his left elbow, then begin to bring to sitting. He should use his free arm to push himself into the sitting position.

2) Have the child do the same thing but use his left arm and right elbow.

LOCOMOTION

Card 28

STAGE 4

Behavior

The child can move at least ten feet by crawling on his hands and knees with his stomach not touching the floor.

Activities

1) Move the child from sitting to "all fours." Encourage him to crawl across the room after toys. If the child puts too much weight on his legs and can not crawl. Help him shift his weight to his arms. Move one of his hands forward then his knee on the same side. Then do the same for his other side so he gets a feeling for the crawling motion.

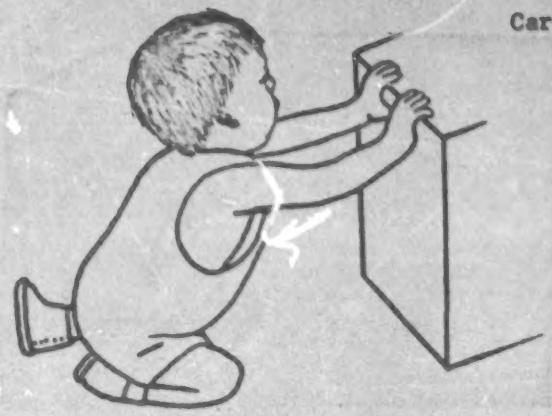
2) Help the child get into the crawling position by holding a toy in front of the child and at his eye level while he is sitting. He will reach forward to get the toy. As he is reaching, move backwards so the child will need to put weight forward on his hands. Then put the toy one foot in front of him so he will crawl forward. Gradually increase this distance so the child will have to crawl farther to get the toy.

3) Let him practice crawling on different kinds of surfaces. For example, let the child crawl on a big bed, on a hard floor, or up a ramp.

Card 29

LOCOMOTION

STAGE 4



Behavior

The child pulls to a knee stand.

Activities

1) Side-sit the child on his right side by a coffee table. Put a toy on top of the table. Help the child get the toy by helping him pull himself to a knee stand. Place his hands on the table and push up under his bottom on his right side so he is resting his bottom on his heels. Assist him into a knee stand, if necessary, by another push up on his bottom.

2) Put toys slightly out of reach on a couch that the child is sitting by. Encourage the child to get the toys.

3) Sit in front of the child with your knees up to your chest and a toy on top of your knees. Call the child over and help him to climb up your knees until he is kneeling and can get the toy.

LOCOMOTION

Card 30

STAGE 4

Behavior

While sitting, the child will hold onto the side of the crib and pull himself up to stand.

Activities

1) Place toys slightly out of reach on a low sturdy table. Place the child on his knees as he holds onto the table with his hands. He should pull up to standing. If the child is having a hard time, move him from knee stand to half kneeling (on one knee with the other foot flat on the floor). Gently lift the child at his hips, helping him pull to stand.

2) Put each of the child's legs on one side of a large rolled towel so that he is sitting on the towel. Let the child hold onto your fingers. Encourage him to pull up to stand. Gradually make the rolled towel smaller so that at last he is sitting on the floor and pulls himself up.

Card 31

LOCOMOTION

STAGE 4

Behavior

The child takes two or three side steps while holding onto furniture.

Activities

1) Stand the child up against a coffee table or sturdy box. Help him learn to take side steps by moving his right leg 3-4 inches out to his right side. Then move his right arm to the right and help him shift his weight to his right side. Then move his left leg and arm to follow.

2) Have the child stand and hold onto something which moves on wheels, like a wagon or orthopedic walker. Move it slowly so that the child will step sideways to move and keep his balance.

3) Place toys just out of reach at a low table or sofa. Encourage the child to hold onto the furniture and move sideways to get the toys by pushing his feet with your feet so he will walk.

LOCOMOTION

Card 32

STAGE 4

Behavior

When the child leans forward while sitting, he can sit himself back up.

Activities

1) Sit the child over a large rolled towel. Move him forward and back so he has to use his back and stomach muscles to stay sitting up. Also move him from side to side.

2) Sit the child on a stool six inches above the floor, his feet on the floor. Have him reach, stretch, and turn to get toys held above him and almost out of reach. Also put toys on the floor at his feet so he has to bend over and reach down to pick them up.

3) Seat the child in a chair so his feet touch the floor at a table that is at the child's elbow height. Have him reach for toys on the table without him leaning on the table.

Card 33

LOCOMOTION

STAGE 4

Behavior

The child walks ten or more steps with both his hands held by an adult.

Activities

1) Stand the child with his hands on the seat of a low chair. Have the child push the chair forward so he is walking. If he is unable to step forward, hold him at his hips, gently and slowly shift his weight onto one leg (freeing the other leg to take a step). Then gently push him and the chair forward.

2) Allow the child to hold onto both your hands at his shoulder level. Have him walk forward a step, then increasingly more steps.

LOCOMOTION

Card 34

STAGE 4

Behavior

The child walks ten or more steps while one hand is held by an adult.

Activities

1) Have the child push things, such as small chairs or large boxes while he is walking.

2) The child can walk forward with hands free if you support him at his hips. If you do hold both his hands to help him walk, be sure that his hands are at his shoulder level and not above his head. As you are helping him walk by holding onto both his hands, gradually and briefly let go so he is not aware of the loss of support.

3) Hold the child's hands while both of you hold onto a washcloth when the child is walking. Encourage him to walk around the room while both of you hold tightly onto the washcloth. Gradually give him less support by holding the washcloth loosely.

Card 35

LOCOMOTION

STAGE 4

Behavior

The child stands without holding onto anything for five seconds or more.

Activities

1) To develop standing balance, hold the child at his hips to give him support to stand. While he is standing, have him hold a toy with both his hands. Keep him interested in the toy and gradually decrease your support at his hips.

2) While the child is standing, holding onto furniture, push his hips gently from side to side so he becomes slightly off balance and must try to keep his balance.

3) While the child is standing holding onto one of your hands, gently begin to bounce your hand up and down. Make a game of it and do it until you can momentarily remove your hand. He will then learn how to balance.

LOCOMOTION

Card 36

STAGE 4

Behavior

The child stands for one minute or more without holding on to anything.

Activities

1) Have the child stand in front of a full length mirror to keep his interest and attention. Or stand the child in front of a mirror at his shoulder level so he must remain standing in order to see himself. Play imitation games that require the child to use both his hands, such as touching his ears.

2) Walk with the child, holding one of his hands, toward something he wants to see, such as a fish tank or bird cage. Stop, allow him to gain his balance, and drop his hand. Stay beside him while he stands looking at the fish or bird.

Card 37

LOCOMOTION

STAGE 4

Behavior

The child sits down on the floor after standing without holding on to anything.

Activities

1) If the child wants to sit down while he is standing, lead him over to the couch or other piece of furniture and have him hold on to it while you help him sit down.

2) While the child is walking and you are holding onto his hand, have him step over small toys on the floor so the child can begin to develop his balance.

3) Stand with the child. Place a book to be read on the floor. You sit down and tell the child to sit. Help him bend over to touch the floor with his hands so he can balance to sit down.

LOCOMOTION

Card 38

STAGE 4

Behavior

The child climbs into an over stuffed chaired or onto a sofa from the floor.

Activities

1) Stand the child next to a sofa. Place a favorite toy at the back of the couch. Help the child get on to the sofa by gently pushing up one foot. Keep pushing his feet or hips until the child is on the sofa.

2) Sit in a big stuffed chair to one side and invite the child to get on your lap. Assist him by being a handle he can use to pull himself up.

Card 39

LOCOMOTION

STAGE 5

Behavior

The child walks at least five steps. When he first begins walking, he will probably walk with his arms raised and his feet spread wide.

Activities

1) Have the child walk to a person about two feet in front of him. Gradually increase the distance each time the child tries to walk to the person. Have several family members sit in a circle and get the child to walk to them by calling his name.

2) While facing the child, have him hold onto a stick with both his hands. Hold onto the same stick. Slowly walk backwards so the child can walk forward. Gradually release your hold on the stick and continue to walk backwards. The child will probably continue to walk toward you.

3) Have the child walk with and without shoes on.

LOCOMOTION

Card 40

STAGE 5

Behavior

The child crawls up two or more steps that are three to six inches high.

Activities

1) Place a ramp in front of the child, and you stand at the end of it. Have him crawl up the ramp to get to you.

2) Place toy on the 2nd or 3rd step of a carpeted stairway. Help the child go get it. Place both the child's hands on the step above the step he is kneeling on. Move his hands to the next step and place one of his knees on the next step up. Support him as he pulls the other leg up. Then help him come down the stairs. He will slide down on his stomach feet first or crawl down backwards.

3) Place a couch cushion on top of another couch cushion. Place a third cushion beside the first two. Help the child crawl up on the one then up onto the two stacked.

Card 41

LOCOMOTION

STAGE 5

Behavior

From sitting on the floor, the child stands up without holding onto anything.

Activities

1) Let the child stand up balancing on many different sized and shaped objects, boxes, stools, low tables, benches, etc.

2) Place the child on one knee with his other knee bent. Encourage him to stand up. Help him to stand by using your hand and pushing upward on his bottom.

3) When the child is in a crawling position, hold a favorite object over his head. Encourage him to rise to get it. If needed, help him by pushing 1 foot forward to place his knee up. Tell him to balance on his arms in order to get up. Give him the toy once he is standing.

LOCOMOTION

STAGE 5

Card 42

Behavior

Without holding onto anything, the child can stoop down to pick up a toy and then stand back up without falling.

Activities

1) While the child is standing near a low table, put a toy on the floor. Have the child hold onto the table with one hand and stoop to pick up the toy.

2) Have the child help you put his toys away. Walk around the room with the child holding your hand and gather up the toys. Have the child pick up some of his toys and then put them away.

Card 43

LOCOMOTION

STAGE 5

Behavior

The child climbs down from an adult chair or sofa.

Activities

1. Place the child on an adult chair. Place a lower bench or stool next to it. Sit on the floor and tell the child to come to you by climbing down using the stool as a prop.

2. Place the child on a broad seated adult chair. Show him a favorite toy and place it on the floor. Tell him to get it. If needed, help him by placing him on his stomach and telling him to push against the sides of the chair until his legs hang over and can touch the floor. Let him have the toy when he's down.

LOCOMOTION

Card 44

STAGE 5

Behavior

The child walks twenty steps without holding onto anything. His arms are at his side and his feet are no longer spread wide.

Activities

1) Give the child a push-toy like a duck at the end of a stick and show him how to push it. You might also give him a wagon or doll carriage to push.

2) Roll a large beach ball a short distance. Have the child walk to the ball and bring it back to you.

Card 45

LOCOMOTION

STAGE 5

Behavior

While holding the child's hand, he can walk up four steps, both feet to one step.

Activities

1) A play set with low steps, railing, and a small slide are very good things for the child to practice stepping on.

2) Use a cement block or sturdy box that is four to six inches high and help the child step up and stand on the block. Then swing the child down making it a game. Let him step up again and repeat the game.

LOCOMOTION

Card 46

STAGE 5

Behavior

The child walks backwards at least five steps.

Activities

1) Give the child a doll carriage to push forward and pull backwards. Also give the child pull-toys like a toy attached to a string and show him how to pull it.

2) Stand in front of the child, have him hold onto one side of a hoop as you hold onto the other side of the hoop. Walk toward him gently pushing the hoop so the child will walk backwards.

Card 47

LOCOMOTION

STAGE 5

Behavior

The child can seat himself (directly) on a chair that is appropriate for his height.

Activities

1) Place a chair behind the child as he stands by the table. Stand by him and hold onto his hands slowly easing him into the chair. If he is tight legged, press gently against his knees with the chair to make them bend so he can sit.

2) Place a low chair with arms next to a table. Walk the child over to the table and place art materials on the table. Tell the child he can "dabble" when he sits down. Let him use the table as a support.

LOCOMOTION

Card 45

STAGE 5

Behavior

The child walks down 4 steps with one hand held, placing both feet on each step.

Activities

1) Place a broad 3-6 inch high block on the floor. Help the child climb up, then step down. Hold his hand to support him as he steps off or leave a shoulder high object within reach for him to hold on to.

2) Make an obstacle course with old tires, boxes, blocks, netting, etc., in a carpetted area. Include low steps and ramps located near taller objects or handrails for support. Play follow the leader and slowly go through the course.

Card 49

LOCOMOTION

STAGE 6

Behavior

When standing without support, the child kicks a ball forward.

Activities

1) Have the child stand. Stand beside him, holding him around his waist. Have the child lift one foot as if he were going to kick a ball. Show him how to kick his foot. Place a ball in front of the child's foot. Then have him kick the ball as you are holding him.

2) Sit the child in a chair in which his feet touch the floor. Put a ball in front of one of his feet. Show him how he can kick the ball with his foot.

LOCOMOTION

Card 50

STAGE 6

Behavior

The child using his feet scoots a scooter bike (without pedals) forward five feet.

Activities

1) Place the child on a 1-2 foot high bolster straddling the center at one end. Show him how to scoot along on the bolster so he can get to the other end.

2) Place the child on a scooter bike. Stand in back of him and push him gently forward and backward. Then place your hands on his feet and show him how to scoot the bike fowards.

Card 51

LOCOMOTION

STAGE 6

Behavior

The child jumps in place lifting both feet when his hands are held.

Activities

1) Face the child and put your hands around the child's waist. Have the child bend his knees as you push down. Then as you say "jump", lift the child up and then let him down as if the child were jumping by himself. Jump with the child so the child can imitate you.

2) Play songs and jump with the child in time with the music. Use slow songs at first then faster.

Card 52

LOCOMOTION

STAGE 7

Behavior

The child runs twenty feet without falling.

Activities

1) Play ball with the child so that he can throw the ball and run after it. As he runs, he will enjoy both being chased and chasing you.

2) If other children are around, make a game out of "ready, set, go!" and run with the children to a place across the room or lawn.

Card 53

LOCOMOTION

STAGE 7

Behavior

The child jumps in place (without help) with his 2 feet together.

Activities

1) Play a slow song and pretend to be a jumping frog with the child. Show him how to jump by holding him by his waist, bend his knees and jump him up and down. Jump slowly together as frogs, bunnies, etc.

2) Cut out footprints of the child's feet. Tape them carefully on the floor. Have the child stand on them. Help him to jump up so he lands on the footprints. Hold his waist if he needs help.

LOCOMOTION

Card 54

STAGE 7

Behavior

The child walks up 3 steps alone, both feet to one step.

Activities

1) Choose a wide staircase with low steps and a railing. Walk beside the child acting as a model as he holds on to the railing. Help him climb up by placing one of the child's feet on the upper step, so he has to bring his weight equal with his feet.

2) Make colored footprints of the child's feet. Tape the prints on the stairs to guide the child where to place his feet. Do 1-2 steps, then more.

Card 55

LOCOMOTION

STAGE 7

Behavior

The child jumps down off a two or three inch high block without falling.

Activities

1) Stand on top of a 1-2 inch high solid block and jump off. Then have the child stand on top of the block. Hold his hands and have him jump off. Then have him jump without holding your hand.

2) Place boxes, 2-3 inches high in a line with a big pillow at the end. Show the child how to walk on the boxes to the end. Stand at the end and encourage the child to jump on to the pillow at the end of the walk.

LOCOMOTION

Card 56

STAGE 7

Behavior

The child pedals a tricycle forward 5 feet.

Activities

1) Allow the child to sit on a tricycle. Push it backwards and forwards while his feet are dangling in the air or on the floor.

2) Place the child's feet on the pedals (be sure the tricycle is not too large for him). Slowly push the bike forward until he is used to the pedals going around. Hold his feet on the pedals and push slowly.

Card 57

LOCOMOTION

STAGE 7

Behavior

The child can walk 20 steps on an uneven surface such as a lawn without falling.

Activities

1) Place 5-6 kinds of carpet surface in a line (shag, indoor-outdoor, etc.). Play follow the leader and walk along the path. Hold the child's hand at first if needed.

2) Let the child play outside walking on many kinds of surfaces (cement, asphalt, grass, etc.). Play ball on one type of surface. Throw the ball for him to go get and to bring back to you. Play other games on the different surfaces.

LOCOMOTION

Card 58

STAGE 7

Behavior

The child walks down 3 steps alone, both feet to one step.

Activities

1) Make 3 steps from 3 wide flat boxes or boards with a platform at the top. Stand on the other side of the steps from the child. Call him to come to you. Once he climbs to the platform, hold his hand(s) to help him come down. Then let him try it by himself with no help.

Card 59

LOCOMOTION

STAGE 8

Behavior

The child can walk from an even surface onto an uneven surface without falling.

Activities

1) Place a rug, mat or tile section over the floor or rug of the classroom (use different surface then already there). String a rope across the room passing over the different surfaces. Place the rope level with the child's waist. Stand at one rope end and call the child to come to you while holding the rope. Later a large ring or object strung on to the rope can be carried across the room via the straight line of the rope.

2) Play outside over surfaces that are uneven, like cement, grass, gravel, etc. Let the child pull or push a wagon over the uneven surfaces.

3) Play ball with the child outside. Throw the ball from 1 surface to another so the child must cross over to a different surface.

LOCOMOTION

Card 60

STAGE 8

Behavior

The child walks with a heel-to-toe gait pattern (normal walking pattern - one foot in front of the other).

Activities

1) Have the child walk barefoot in sand. Fill a long flat trough with sand. Stand the child at one end and place a favorite toy at the other. Tell the child to go get the toy.

2) Cut shapes of feet out of two different colors of paper (like red and blue). Use one color for the left foot and the other color for the right foot. Put them down on the floor so they look like footprints (one in front of the other) and close enough together so the child can walk from one to another. Make it a game telling the child to pretend the footprints are stones in a pond and to try to stay on them so he won't fall off and get wet.

Card 63

LOCOMOTION

STAGE 8

Behavior

The child not wearing shoes tiptoes three steps without falling.

Activities

1) Show the child how to walk on his tiptoes. Hold him up at the waist so he must take a few steps on his toes.

2) Make up actions to a short song that includes walking on tiptoes a few steps. Do it with the child.

LOCOMOTION

Card 61

STAGE

Behavior

The child walks up a ramp that is about a 30° angle to the ground.

Activities

1) Place a smooth wide board (1½' wide and 4' long) on the floor for the child to walk on. Raise it slightly by placing one end on a 6-inch high block. Help the child walk up the ramp. Support him at first (if necessary). Slowly slant the board more each time until an angle of 30° is created.

2) Play with the child outside near a sloped grassy area. Walk with the child up the slope and roll down. Or throw a ball up the slope and tell the child to go get it.

LOCOMOTION

STAGE 8

Behavior

The child walks with a reciprocal arm swing--right arm swings forward as the left leg advances, etc.

Activities

1) Place a jangle bracelet on the child's right arm and left leg. Have him shake one at a time while sitting, then both together. Tell him to walk slowly and jangle both bracelets at the same time. Help him by guiding his movements while standing behind him.

2) Color match the left shoe with the right mitten, then use a different color match with the right shoe and left mitten. Have the child touch the same colors together while sitting. Then have him walk on the left foot and swing the right hand out, then the opposite sides. Help him coordinate his movements guiding him from behind.

Card 64

LOCOMOTION

STAGE 8

Behavior

The child broad jumps across four inches or more without falling.

Activities

1) Draw two brightly colored lines on the floor four inches apart. Show the child how to jump across them. Help him try to jump from one line to the other.

2) Place colored carpet samples on the floor with four to five inches between them. Pretend there is water everywhere but on the carpets. Help the child jump from one carpet to another without getting into the water. Let him do it alone. Then make the distance between the carpets larger.

LOCOMOTION

Card 65

STAGE 8

Behavior

The child balances on one foot without falling for two seconds.

Activities

1) Hold the child's hands and have him lift his foot. As he is holding his foot up, gently let go of one of his hands.

2) Playing marching songs and have the child imitate your high stepping "marching." Hold the child's hand if he has alot of trouble balancing when taking high steps.

Card 1

EXPRESSIVE LANGUAGE

STAGE 1 -- Ideas and Activities

The child should be encouraged to vocalize (cry and make sounds). This permits him to develop the vocal and respiratory coordination for breath control which is necessary for speech to develop.

Crying, babbling, and cooing are forms of expression for a baby, indicating his discomfort, anger, or pleasure. He tends to make noises when he is happy and contented, especially when he is being nursed or at feeding times. It is therefore important that mealtimes should be times of enjoyment; for at this time, the child has a very close emotional link with his mother. Often, after he has been fed and is happy and close to his mother, and having used his lips and tongue in feeding, a baby starts playing with sounds -- a preparation for speech.

Card 1

EXPRESSIVE LANGUAGE

STAGE 2 -- Ideas and Activities

Whenever you talk to the child, watch for a smile or coo from him. Imitate and laugh with him to encourage his vocal sounds. Cuddle and praise him for any sounds he makes.

At this time, the child is self-stimulating and attempts to make sounds in his vocal play. If he is interrupted by an adult, he may stop vocalizing. So permit the child time to play alone and experiment with sounds in addition to talking to him when around him.

Card 1

EXPRESSIVE LANGUAGE

STAGE 3 -- Ideas and Activities

Carrying on a conversation with the child is designed to encourage his speech soundmaking. This provides him with new attention and interest and brings you and him closer together and begins language development.

When you are diapering, bathing or holding the child, or just watching him lie in his crib looking around, if he makes a sound like a coo or a gurgle, respond to him by stroking his stomach, moving your head close enough and smiling so you are sure he sees you, and repeating the sound he makes. He may then coo some more and have a "conversation" going. This may last only a very short while. It is easy to repeat and can be done at odd moments any time.

When the child smiles and laughs, smile and laugh with him.

Tickle the child's chin, cheek, or tummy. Try to get him to laugh. When he does, smile and laugh, too.

Roll and bounce the child to encourage him to make sounds and imitate those sounds when he does make them.

Talk to the child, laugh with him and encourage his vocal sounds by cuddling and praising him for the sounds he makes. Repeat his sounds back to him. As you make vocal sounds to him, face him so that he can see your expressions and movements.

Card 2

EXPRESSIVE LANGUAGE

STAGE 3 -- Ideas and Activities

Let the child feel your mouth and throat when sounds are made and then have him feel his own mouth and throat, so he can get the "feel" of sound. Also, do this in front of a mirror.

As you approach the child, make sounds that he can make. If he repeats these sounds, encourage him by repeating the sounds again, patting him, or picking him up.

Card 1

EXPRESSIVE LANGUAGE

STAGE 4 -- Ideas and Activities

By now, the child should be making a number of sounds that are used in our language. Most of his language learning is not the result of direct teaching of words, but comes about because you have constantly been using words in sentences when you are with him.

You can take advantage of his desire to imitate what he sees and hears. Hold him face-to-face and make such sounds as: pa, ma, fa, da, ba, hich are sounds he has been making randomly on his own. These are the easiest for him to make, and he will soon begin to imitate you. When he does, laugh and smile and give him a squeeze and let him know you think it is fun. Keep the "conversation" going.

The difference between this activity and the earlier "conversation" activity mentioned in STAGE 3 is that now you are selecting from his speech sounds and are getting him to imitate you. Before, he was making any sound and you were imitating him.

Remember, this isn't all there is to language learning. This activity simply encourages the expression of sound. He learns most about language from being surrounded by it at home. He will show what language he knows by the way he responds to your words. His "hidden" vocabulary reveals itself in actions long before he speaks.

Card 2

EXPRESSIVE LANGUAGE

STAGE 4 -- Ideas and Activities

If you are playing with the child and he makes a new sound, make him aware he has done so by showing him that you are pleased. Repeat the sound several times and then ask him to do it with you.

Make funny sounds such as a tongue click or a cough, and encourage the child to repeat the sound. Praise him when he does.

When the child says "dada" (or "mama"), say, "Where's dada (or mama)?" Then answer by saying, "Dada is holding Johnny," or whatever is appropriate at the time.

Card 1

EXPRESSIVE LANGUAGE

STAGE 5 -- Ideas and Activities

You may hear the child begin to talk to himself about what he is doing. He may use single words. Talking to himself is one of the ways a child develops language and increases his understanding and control of behavior.

During the daily routine and play, use simple and meaningful words and encourage the child to repeat them. Introduce sounds and words as you work with the child such as "eat," "spoon," "drink," "cup," "milk," "all done." Use words with the child's toys: ball, book, baby doll, etc. Also, use words with familiar objects in the child's surroundings: chair, table, door. Remember to encourage the child to repeat these simple words after you, but do not expect the child to be able to say the word perfectly. Praise him for any attempt to say the word.

After the child is able to repeat the names of several familiar objects in his surroundings, ask him, "What is this?" while pointing to one of the objects. Repeat this activity with many objects that he knows around him. If he does not immediately respond with the right name for the object, you say it and have him repeat you. Then ask him again, "What is this?"

When you and the child are leaving the house, tell him, "We are going bye-bye." Have him repeat "bye-bye." After he tries to say it, say, "Good talking! Yes, we are going "bye-bye" and then leave immediately.

Card 2

EXPRESSIVE LANGUAGE

STAGE 5 -- Ideas and Activities

Find pictures of things the child uses words for. Have him look at the pictures, name the thing he is looking at. Have him repeat the name by asking him, "What is that?"

Whenever the child wants something, say the word for what he wants and have him repeat it. After he tries to say the word, give him what he wanted.

Whenever the child uses a word that is not correctly said, you say the correct word out loud so he can hear how it should properly sound.

Card 1

EXPRESSIVE LANGUAGE

STAGE 6 -- Ideas and Activities

During this period, the child should make great strides in language development. Your behavior is very important as he explores his world and uses his new-found language to express himself and to ask for things. You should encourage him, talk to him a good deal, give him reasons for what you do and what you ask him to do, and most important of all, listen to him.

The child may now know the names of things such as important people (mommy, daddy, Johnny), or objects (bottle, cup, spoon), but naming an object is quite different from using a word that describes the object (big, round, red, fuzzy). Describing is far more difficult and shouldn't be expected of a child at this level. Even though you've used these words and he may understand them, he doesn't use them himself. Actions and the thoughts connected to them come ahead of words. Involve him in lots of actions that make use of size, shape, color, texture, function, and the words will come.

While in the car, taking a walk, and so on, help the child name the things he sees.

Look through magazines and books. As the child points to objects, name them. Then you point to the picture and ask the child to name it.

Card 2

EXPRESSIVE LANGUAGE

STAGE 6 -- Ideas and Activities

Have the child do different things with his favorite stuffed animal of doll--make it sit, make it stand, make it walk, make it sleep. Carry on a conversation with the animal or doll as you play with it and the child, and encourage the child to do the same. After he has engaged in a variety of actions with this toy, find other toys or objects that can be used in several ways. The goal is vocabulary development; the idea is that words for things are learned through actions with these things.

The child is surrounded by many sounds, some of which have become quite familiar. Make a game out of imitating common scunds. When a jet goes overhead, say, "Listen, it goes zoom. Let's try and zoom." When a truck goes by, imitate its sound. Chirp like a bird; meow like a cat.

The best times to do this are when the child has just heard the real thing. Make the sounds yourself; then ask him to make it and, when he does, even if it doesn't sound very close, smile or laugh and repeat the sound.

Card 3

EXPRESSIVE LANGUAGE

STAGE 6 -- Ideas and Activities

Have the child use words you have heard him say to get what he wants and encourage him to combine two words together. For example, if "milk" is a word he can say and he wants more milk, then ask him to say "more milk" before you give it to him. When he is finished with his meal, have him say "all done."

Say "hello" to familiar people and have the child say "hello", too. Also, when someone comes into the house, encourage the child to wave and say "hi."

Card 1

EXPRESSIVE LANGUAGE

STAGE 7 -- Ideas and Activities

The child is beginning to understand more and more the meaning of words and the reasons for language, and therefore enjoys using them meaningfully and enjoys hearing stories which are in relation to himself. Emotional expression is extreme in noise and activity. He is becoming explicit in his use of words, such as "no," which have gained meaning for him. He should be encouraged to describe what he needs and to put together simple sentences which are meaningful, rather than imitating or repeating someone else. The content of the sentences must obviously be within the experience of the child in order to prevent him from becoming frustrated when he does not understand or cannot communicate clearly.

Sit with the child in front of a mirror and have the child's doll. Point to a body part on the child as you name it. Then have him touch this part on himself and name it. Then have him find the same body part on the doll and name it. Continue this procedure having the child name the simple body parts. Help him with a name whenever he needs it.

Have the child help set the table and help him name the things on the table.

Card 2

EXPRESSIVE LANGUAGE

STAGE 7 -- Ideas and Activities

Have the child name clothing items while he is dressing.

Make it a frequent fun activity to ask the child, "What is that?" whether you are taking a walk, riding in the car, eating a meal, watching TV, etc. If he doesn't know, tell him and have him repeat what it is.

Encourage the correct use of "i" or "me" when the child requests or asks for something, such as "I want it" or "for me?"

Play games with the child which require an "I do" or "you do" response. For example, give the child a doll and keep a ball to yourself. Ask the child, "Who has the ball?" and he should say, "you do." Then ask h , "Who has the doll?" and he can say, "I do."

As the child has learned to make his wants known by saying two-word phrases ("want milk"), begin to encourage him to use three words in a simple sentence, such as "I want milk", "Throw me ball," "Pick me up," etc.

Card 3

EXPRESSIVE LANGUAGE

STAGE 7 -- Ideas and Activities

Frequently count objects the child comes in contact with during the day. Count the spoons, the forks, the knives, the plates, the glasses as you put them on the table with the child helping. Count his fingers and toes, eyes, nose, ears, arms, legs, etc. when you bathe and dress him. Count his cars, his dolls. Sing songs with numbers in them, such as "Ten Little Indians" and "One, Two Buckle My Shoe." At first, just say one number at a time and have him repeat it. Say, "one," and the child says, "one." Say, "two," then the child says, "two."

When the child is playing with his toys, join him for a while and carry on a conversation with the toys. For example, while playing with a doll, say such things as, "Are you hungry, dolly? Would you like something to eat? OK, I'll get you something. Would you like some soup or a sandwich? OK, I'll get you some soup," etc. Encourage the child to join you in your conversation. Ask him to ask the dolly if she'd like some milk or if she's sleepy and wants to take a nap, etc.

Card 4

EXPRESSIVE LANGUAGE

STAGE 7 -- Ideas and Activities

Play naming games with the child when there are a group of people around him. Have him go around to each person and ask, "What is your name?" Then have each person ask the child, "What is your name?" after he asks them. Just use first names.

See if he can remember what you bought at the store when he was with you or what he saw when he was out for a walk with you. Verbal contact is essential if sounds and speech are to be achieved. If he always remains in one room or goes out for the same walk every day, his experiences of daily life will be very limited.

Card 1

EXPRESSIVE LANGUAGE

STAGE 8 -- Ideas and Activities

In order to develop good speech, the child needs good adult models which he can imitate. If the adult model uses baby talk, the child develops speech patterns with similar sounds and does not then develop good speech patterns. On the other hand, the adult who speaks to a child in complex sentences and long paragraphs only confuses the child, because he cannot hear, understand, and respond as rapidly as the adult. The child needs to hear short sentences and phrases so that he can respond to them directly and verbally.

Adults must also avoid finishing sentences for children. This habit lessens the child's speech practice and learning of speech. If a child's speech is constantly corrected, he may begin to develop emotional reactions, stuttering or hesitant speech instead of smooth flowing speech. To help avoid this, the adult must speak in short, understandable sentences; he must use words known by the child or else explain their meaning. The child can develop speech without becoming frustrated.

Card 2

EXPRESSIVE LANGUAGE

STAGE 8 -- Ideas and Activities

Have the child practice counting on his fingers by holding them before you or looking in a mirror and counting. When presenting candy or toys to him, have him repeat after you how many are given to him. When he can do this successfully, play a game of having him repeat two numbers that you say between one and ten which are not in order, such as "4-7," or "5-1," etc.

In the manner of an Indian, flutter your hand over your mouth and ask the child to do the same. Once he can do it, have him do it softly, then loudly, then softly, then loudly. At first, you do it with him and say "soft" before you make your voice soft and "loud" before you make your voice loud.

Read children's rhymes often to the child and repeat them frequently during the day, so the child has an opportunity to hear them often. Leave out a couple words as you say it and encourage the child to say the missing word at the appropriate time in the rhyme. Gradually leave out more and more words until the child may be repeating it all. Example: "Jack and Jill went up the (child fills in "hill"), to fetch a pail of ("water"), Jack fell down and broke his ("crown"), and Jill came tumbling ("after").

Card 3

EXPRESSIVE LANGUAGE

STAGE 8 -- Ideas and Activities

Play children's records frequently during the day. Sing along with the songs. Make it at a fun time so the child will want to sing along, too.

As you look through picture books of simple objects, describe to the child what the use of that object is and then ask the child what it is used for.

Take objects such as a ball, book, cup, spoon and toothbrush and lay them before the child. Ask the child, "Show me what you can drink out of?" "Show me what you brush your teeth with?" "Show me what you read?" "Show me what you eat with?" Help the child where necessary in pointing to the correct object each time, and then change the objects after he knows them.

Put objects like a book, a cup, a spoon, and a toothbrush in a box. Let the child reach in and pick one out. Ask him, "What do you do with this?" Show him and tell him if he is not sure.

Card 4

EXPRESSIVE LANGUAGE

STAGE 8 - Ideas and Activities

Jump, walk, and run with the child. Say, "Let's jump," then jump, or "Let's run," then run. Ask the child what you are doing as you do it. Have him say the word, praise him, and say, "Yes, I am jumping."

Play with a doll. Make it perform different actions such as walking, sitting, eating, sleeping. Ask the child what the dolly is doing as you play with it? Then let him play with the dolly and ask you what the dolly is doing.

As you read story books to the child, have him look at the pictures as you read, and ask him what is happening in the pictures.

Show the child one object and have him name it. Then show him more than one of the same objects and help him say the plural -- "shoe," "shoes."

Show the child pictures of groups of things. Say the plural and have him repeat the word.

Card 5

EXPRESSIVE LANGUAGE

STAGE 8 -- Ideas and Activities

During his conversations during the day, when he uses a singular where it should be a plural, simply repeat what he said only you say the word correctly; this way, he can hear how it should sound. For example: The child says, "I have ten finger_." You then repeat, "Yes, you do have ten fingers."

When meeting new people, have the child tell them his whole name when he is asked his name.

Write out the child's first and last name and show it to him. Have him help you put name tags on some of his things. Ask him who these things belong to. Have him act like he is reading his name.

SOCIALIZATION Card 1

STAGE 1

Behavior

The child stops crying when he is picked up.

Activities

1) When the child cries, pick him up. As you hold him, talk to him using his name frequently, and tickle and gently stroke him.

2) Hum or sing softly to the child when you are holding him or when you are near him. Hold or position him so he can see your face as you sing to him.

SOCIALIZATION Card 2

STAGE 1

Behavior

The child looks at the face of the person holding him. He looks at the person's eyes, mouth, and hair.

Activities

1) Hold the child on your lap so he faces you. Talk or sing to him with your face 8-10 inches away from his. Gently rock him side to side as you talk or sing to him.

2) While the child is lying face up in his crib, bring your face close to the child's face and touch noses, kiss his cheek, or otherwise touch the child. Repeat this frequently, talking softly to him as you do it.

3) Take the child's hand and touch your face with it. Talk to him while you do this naming the parts of your face as his hand touches them.

SOCIALIZATION Card 3

STAGE 2

Behavior

The child looks at an unfamiliar feature about a person. He looks at mother's necklace or father's hat.

Activities

1) Change your appearance. Put something on the child will easily notice such as a big hat or large dangling earrings. Take his hand and touch the different item you put on.

2) Put on a bright colored piece of jewelry. While you are holding the child, let him play with or touch the jewelry.

SOCIALIZATION Card 4

STAGE 2

Behavior

The child looks around wide-eyed when he is in a strange place. He is interested in looking at the different objects around him.

Activities

1) Take the child on walks. Hold or sit him up so he can see what is around him. Talk to him about the surroundings.

2) Prop the child up with pillows when he is in a new room so he can watch what is happening.

SOCIALIZATION Card 5

STAGE 2

Behavior

The child watches his hands as he moves them.

Activities

1) Place funny mittens on the child's hands. Help him clap his hands and pat things while his mittens are on.

2) Put jingle bells on the child's wrists. Shake or move his hands so the bells will ring and he can see them.

3) Gently hold one of the child's hands in front of his face. Rub it, pat it, tickle it, and play with his fingers. Then repeat with his other hand.

SOCIALIZATION Card 6

STAGE 2

Behavior

The child sees himself in the mirror. He moves his head, body, arms, or touches the mirror.

Activities

1) Place an oblong mirror against the inside of the crib when the child is lying in it. Turn the child toward the mirror. Encourage him to look at the mirror by ringing a bell behind it. Move his hands and legs so he can see himself moving in the mirror.

2) Sit in front of a large mirror with the child on your lap. While he is looking in the mirror, move his body parts so he can see them move. Talk to the child as you move him saying such things as "You're waving your hand" or "You're kicking your leg".

SOCIALIZATION Card 7

STAGE 3

Behavior

The child allows strangers to hold him without getting upset.

Activities

1) It is easiest for a child to meet strangers when a familiar person is in the room: Sit the child between you and the stranger who is holding a favorite toy of the childs. Gradually move farther away from the child until you are able to sit in a seat across the room and finally are able to leave the room without the child becoming upset.

2) Sit the child by a stranger and allow the child to touch the person. Have the stranger give one of the child's favorite toys to him and then have the stranger play with the child.

SOCIALIZATION Card 8

STAGE 3

Behavior

The child laughs when a washcloth is thrown on his head and hangs over his eyes.

Activities

1) Place your hands lightly over the child's eyes and then take them away as you say "Boo!"

2) Play peek-a-boo with the child. Cover the child's face with a light cloth and then take it off saying "Boo!"

SOCIALIZATION Card 9

STAGE 3

Behavior

The child cries, fusses, moves about or reaches out in order to get someone's attention.

Activities

1) As you hold, play, and talk to the child, watch for a smile or a coo. Imitate the child to encourage his vocal sounds. As the child begins to smile and coo back to you, cuddle, comfort and praise him. Repeat his sounds. As you feed, bathe and play with him, talk to him and encourage any response he gives you.

2) As the child coos, cries, or moves some part of his body, reward him by holding him, talking to him or giving him a toy he likes. Allow the child to make sounds or move around for 5-15 seconds before responding to his needs.

SOCIALIZATION Card 10

STAGE 3

Behavior

The child smiles or babbles at himself in a mirror.

Activities

1) Lie next to the child while he's lying on his stomach in front of a mirror keeping your head at his eye level. Tap on the mirror to draw his attention. Smile at the child in the mirror. While he is looking in the mirror, take his hand and have him touch your face and his face. Let him play in front of the mirror.

2) Sit in front of the mirror with the child on your lap. Play simple games such as patty-cake and have the child watch himself in the mirror. Also, sing songs, make funny faces, and make funny sounds.

SOCIALIZATION Card #1

STAGE 3

Behavior

The child puts his hand, thumb, or toe in his mouth.

Activities

1) Put some jelly on the child's thumb and place his thumb in his mouth. Let him suck the jelly off his thumb. Repeat several times, each time giving the child less help in getting his thumb to his mouth.

2) Play a game with the child using his foot to touch his nose or cheek (a child is very flexible at this age). Brush his feet across his mouth, tap his mouth with his feet, tap his mouth with his hands. Sing a song while you play with him and move him in rhythm to the song.

SOCIALIZATION Card #2

STAGE 3

Behavior

The child stretches his arms up toward a person who says and shows he is going to pick the child up.

Activities

1) Everytime you are going to pick the child up, say "up" and help the child raise his arms.

2) Place a toy above the child, slightly out of his reach. Have him raise his arms to get it. When he touches the toy by raising his arms, allow him to have it and play with it.

SOCIALIZATION

Card 13

STAGE 3

Behavior

The child plays with his hands or feet.

Activities

1) Play patty-cake, finger and toe games with the child to help him become more aware of his hands and feet. Rub his hands together and rub his hands on his feet.

2) Put brightly colored shoes or booties on the child or tie a bell to his footwear which will jingle when he plays with his feet.

SOCIALIZATION

Card 14

STAGE 3

Behavior

The child feeds himself a cracker.

Activities

1) Give the child pieces of food which he can easily grasp. Use such foods as baby toast, animal crackers, cooked carrots, french fries, or miniature marshmallows. Help the child finger feed himself by putting the food in his hand and guiding his hand to his mouth.

2) Repeat the above activity in front of a mirror. Help the child grasp the food and put it to his mouth as he watches himself in the mirror.

3) Let the child hold and suck on an ice cube if he doesn't mind the cold.

SOCIALIZATION Card 15

STAGE 3

Behavior

The child plays by himself for five minutes without fussing to get your attention.

Activities

1) Give the child a favorite toy and play with him 3-5 minutes. Then walk away and leave the toy for the child to play with by himself.

2) Make a busy board for the child. Use things like a squeaky toy, a rattle, a reflector, bells, a spool that will spin, a narrow container he can put his finger in, or a dangling ribbon. Hang this on his crib within reach. Take his hand and show him how all these things work. Then let him play by himself.

SOCIALIZATION Card 16

STAGE 4

Behavior

The child makes simple sounds [like "ba," "da," "ga," "bee") to gain someone's attention.

Activities

1) When the child makes sounds or noises, look at him, talk to him, go over to him and play with him.

2) When a child says a sound, look at the child, imitate the sound, and smile. Praise him for repeating the sound again if he says it.

SOCIALIZATION Card 17

STAGE 4

Behavior

The child smiles and reaches for daddy or mommy or another adult the child is familiar with.

Activities

1) Talk or sing to the child. Reach your arms out toward him to pick him up. Smile and sing to the child while rocking him in your arms.

2) When you go into the child's room while the child is awake, look at him, wave to him, talk to him, go over and pat him, and play with him a minute.

SOCIALIZATION Card 18

STAGE 4

Behavior

The child will repeat something which he did before and others laughed at.

Activities

1) Take a toy and play with the child. As the child plays with the toy, smile, laugh, and clap your hands at something he did. Ask him to do it again, and react the same way.

2) Roll a ball or toy car down an incline or drop it from a table, Say "whoops" and laugh. Repeat this action, and allow the child to do it himself. Help him if necessary. Say "whoops" and laugh when he does it.

SOCIALIZATION Card 19

STAGE 4

Behavior

The child drinks from a cup (2-2 1/2 inches wide plastic cup) that is being held by an adult.

Activities

1) Give the child an empty plastic cup (2 1/2" wide) with which to play. Guide his hand to hold it, roll it, touch it. Put small objects in the cup and shake them to make a rattle noise.

2) Fill cup 1/2 full with thick juice or milk shake. Show child how you drink from it. Then hold it to his lips and help him take a drink. Practice with other fluids in the cup.

SOCIALIZATION Card 20

STAGE 4

Behavior

The child kisses or hugs his mother after she has kissed and hugged him.

Activities

1) When you wake the child in the morning, at various times during the day, and when you put him to bed in the evening, kiss and hug him and tell him you love him.

2) Stand in front of a mirror holding the child. Hug the child and kiss him. Let him see it in the mirror. Have him kiss and hug you.

3) Kiss the child and then say, "Give me a kiss." Gently press his lips against your cheek. Respond by hugging him.

SOCIALIZATION Card 21

STAGE 5

Behavior

The child tries to help while being dressed. He puts his arm out ready for his coat, or lifts his arms for his T-shirt to be pulled on, or holds his foot up to have his shoe or sock put on.

Activities

1) Put a loosely fitting T-shirt on the child's favorite doll. Have the child lift the doll's arms up so you can take off the shirt as you say, "Lift the doll's arms up so I can take the shirt off."

2) When you are dressing the child, show him each piece of clothing and tell him which part of his body it goes on. Then ask him to help you dress him telling him what he needs to do to help as you dress him ("Hold up your arms," "Hold up your foot.").

SOCIALIZATION Card 22

STAGE 5

Behavior

The child waves at himself eagerly when he sees himself waving in a mirror.

Activities

1) Place a long mirror in the child's playpen so he can readily see himself. Put a doll in front of the mirror facing the child. Help the child wave at the doll. While he is waving, remove the doll so he can see himself. Then help him to wave at himself (enthusiastically!)

2) Sit in front of a mirror with the child on your lap facing the mirror. Have him wave at you in the mirror, then wave back to him. Have him wave at himself. Sing a song and wave in time to the song.

SOCIALIZATION Card 23

STAGE 5

Behavior

The child can drink from a light plastic cup (2-2 1/2" wide) without spilling any liquid when it is half full.

Activities

1) During water play or sand play, give the child small metal cups with and without handles to use for pouring. Give him small pitchers to use, too. Show him how to pour from these.

2) Help the child hold his own drinking cup when it is empty. Use a plastic cup -- not paper or glass. Then fill it 1/4 full and help him to hold it and to drink from it.

SOCIALIZATION Card 24

STAGE 5

Behavior

The child will play next to but not actually with other children his age who are in the same room as he is.

Activities

1) Take the child to a park or beach where other children might be. Always bring toys along, but let the child explore the area and see the other children.

2) Sit the child next to other children and play records or sing songs together.

SOCIALIZATION Card 25

STAGE 5

Behavior

The child uses a spoon to feed himself. He may spill a little.

Activities

1) Give the child various sized spoons -- teaspoons, tablespoons, ladles -- cups, plastic bowls to play with in a basin of water or sand. Show him how to spoon the water or sand into the cups and bowls and then let him do it by himself.

2) Give the child a spoon to use with a handle about 3/8 to 1/2 inches wide or wrap masking tape around the spoon handle to make it easier to grasp. Help him feed himself. As he draws his hand to his mouth, support his elbow. At first, use thick, creamy, or chunky foods such as mashed potatoes, stew, and pudding while he is first learning to feed himself.

SOCIALIZATION Card 26

STAGE 5

Behavior

The child does simple errands. For example, he will get a pair of shoes or a ball that is in the room near him when asked to do so.

Activities

1) Be sure the child knows the names of several familiar objects before you ask him to bring them to you. Put them somewhere in the room within the child's view. First ask the child to give you something near him and within his reach. Then have him get things from across the room. Show him what you mean if he fails to give you what you asked for.

2) Tell the child, "Give this to Daddy" and give him an object. Have daddy motion the child to him from across the room. Praise him for doing what you asked.

SOCIALIZATION Card 21

STAGE 5

Behavior

The child makes faces in front of a mirror.

Activities

1) Hang a small light bracelet of a material such as yarn on one of the childs ears. Have him look at himself in a mirror.

2) Sit next to the child with your face at his eye level in front of a mirror. Make exaggerated facial expressions and funny faces. Encourage him to imitate you or make funny faces of his own.

SOCIALIZATION Card 34

STAGE 6

Behavior

The child uses a spoon to eat from a bowl, cup, or a plate. He does so without spilling the food.

Activities

1) Pretend with the child to feed his dolls. Both of you hold a doll like a baby in your arms. Sit next to the child so he can easily see and copy you as you hold the spoon, scoop up the pretend food, and feed the "baby". Help the child to feed his baby where necessary.

2) During mealtime, give the child a spoon to use that has a handle that is easily grasped. Give him a plate with edges and a bowl which fastens to the table. Help him use his spoon properly by guiding his hand to scoop up the food, but let him do most of it by himself. Allow him to eat with the family so he can watch them and see how they eat.

SOCIALIZATION Card 28

STAGE 6

Behavior

The child eats food from the table, kitchen counter, etc. but does not eat trash.

Activities

1) Feed the child at the table. Tell him "No, that food is not to eat" when he reaches for food from the wastebasket or the floor. Don't punish him for eating such food, but do help him take it and throw it in the wastebasket again repeating, "This food is not to eat.

2) Let the child do little things to help with fixing dinner like bringing his bib, napkin, or cup to the table. Let him watch you fix food and talk to him about what you are doing. After dinner, let him watch you clear off the table and scrape off the dishes again talking to him about what you are doing. Have him help you clean up by throwing away the napkins or pushing in the chairs. Help him wash his own plastic dishes.

SOCIALIZATION Card 29

STAGE 6

Behavior

The child asks for something he wants by pointing to it, touching it, or naming it (rather than just taking or grabbing it).

Activities

1) If the child grabs food he wants at the table, stop him and require him to "ask" for it (by pointing, touching, or naming it). After he "asks" for it, praise him by saying, "I liked the way you asked for the _____."

2) Encourage the child to ask for anything he wants by asking him to say the object's name before giving it to him. In the beginning, accept gestures or simple sounds if the child is unable to say the word. Praise him for asking and not just taking.

SOCIALIZATION Card 30

STAGE 6

Behavior

The child can take off his shoes and socks. His shoes are already untied and loosened.

Activities

1) Put socks and shoes on a big doll and help the child take them off and put them on again.

2) When taking off the child's shoes, pull the shoe part of the way over his heel and then help the child pull it off the rest of the way. Do the same with his sock. Then let him do it. After the child can do this easily, show him how to take his shoe off when it is on his foot but loosened. Then help him take his sock off by helping him take hold of it at the top and pulling it down over his heel. Explain to him what he is doing as he is doing it.

SOCIALIZATION Card 31

STAGE 6

Behavior

The child rubs his hands together pretending he is washing his hands.

Activities

1) In a play kitchen with a sink, pretend with the child as he cooks, eats dinner and does the dishes. At certain times, pretend to wash your hands and have the child do the same.

2) Make it a habit for everyone to wash their hands before meals. Talk to the child while you are helping him wash his. Allow him to do as much of the washing by himself as possible.

. SOCIALIZATION Card 32

STAGE 5

Behavior

The child puts toys away when asked.

Activities

1) After you and the child have finished playing with a toy, show the child where the toy goes and have him put it away. Get out another toy and then when he has finished playing with it, again show the child where it goes and have him put it away.

2) Make cleaning up fun by singing a song as you work. Be sure to praise the child for his efforts, however small, but encourage him to put more toys away each time.

SOCIALIZATION Card 33

STAGE 6

Behavior

The child crawls on the floor pretending he is an animal like a cat or a dog.

Activities

1) Ask the child what a kitty says. Tell him if he doesn't answer. Crawl with the child on the floor acting and making sounds like a cat.

2) While looking through picture books with the child and you find a picture of an animal, describe the animal to the child -- its name, where it lives, kind of skin it has, unusual features. Then pretend you are that animal, showing the child how it moves, what sounds it makes, and then have the child pretend with you.

SOCIALIZATION Card 35

STAGE 6

Behavior

The child helps dress or undress himself, such as pulling off his jacket if it is unfastened for him.

Activities

1) Give the child a doll to play with that has easily removed clothing. Help him dress and undress the doll. Talk to him about what you are doing as you do it and as he does it.

2) Give the child articles of adult clothing to play with. He will enjoy putting on clothes that are too big for him, and he will learn to remove clothing that is not too tight fitting. When necessary, help him to put on and take off the clothing.

3) Take enough time while dressing or undressing the child to allow him to help you at his own pace. Each time, provide less help than you did before.

SOCIALIZATION Card 36

STAGE 6

Behavior

The child acts as though he is reading a newspaper, magazing, or book.

Activities

1) Give the child old magazines to play with. Help him to turn the pages and hold it up.

2) When a member of the family is reading, seat the child next to him and encourage him to pretend that he is reading, too. The person who is reading should talk with the child about what is being read.

SOCIALIZATION

Card 37

STAGE 7

Behavior

The child knows his way around his home or classroom. For example, he can get something out of the refrigerator if it is within his reach, or can get toys that he wants to play with, or he can get a drink of water by himself.

Activities

1) When the child asks for something that is found in the refrigerator, place it within his reach and allow him to get it himself. Help him if necessary.

2) Always keep toys in a specific, easily reached area so the child is able to get the toys by himself and play with them throughout the day without needing assistance.

3) At home or in the classroom, be sure the faucet is not difficult to turn on and off and that the child can easily reach the sink with a bench. Give him his own cup and show him how to get his own drink of water. Then let him do it, helping only when necessary.

SOCIALIZATION

Card 38

STAGE 7

Behavior

The child pretends he is making a telephone call.

Activities

1) Use a play telephone or anything that resembles a telephone. Pretend you are talking to the child on a telephone. Encourage the child to talk back to you.

2) Allow the child to talk on the phone when relative and friends call.

SOCIALIZATION Card 39

STAGE 7

Behavior

The child "asks" (he may gesture) to go to the toilet where he may be helped.

Activities

1) If the child has to go to the bathroom say, "Say potty." In the beginning, accept simple sounds if the child is unable to say the word. Praise him for letting you know he needs to go potty. "I'm glad you told me you had to go potty."

2) Use one specific bathroom, if possible, each time the child is taken. This way he will more easily learn where it is and be able to take you there or point to it when he wants to use it. Keep the procedure the same. For a reward, let the child flush the toilet if he goes.

SOCIALIZATION Card 40

STAGE 7

Behavior

The child uses a fork for eating solid food without the food falling off the fork.

Activities

1) Pretend with the child to feed his dolls. Both of you hold a doll like a baby in your arms. Sit next to the child so he can easily see and copy you as you hold the fork. Stab a piece of pretend food and feed the "baby". Help the child to feed his baby where necessary.

2) Wrap masking tape around the fork handle to make the handle larger and easier to grasp. Give him chunky foods that are easly stabbed such as cheese cubes, potato slices, small tender meat pieces. Show him how to stab the chunks. Help him if necessary.

SOCIALIZATION Card 41

STAGE 5

Behavior

The child gets your attention in order to show you or tell you about something he can do, has done, or has found.

Activities

1) Throughout the day, ask the child questions about what he is doing and allow him lots of time to tell you. Also, when he is upset and is trying to tell you why, be patient, concerned and understanding.

2) At mealtime, or whenever the family is together, ask the child what he did that day. Give him pleanty of time to tell his story and be sure to listen to what he says.

3) When the child calls to you or in some other way lets you know he wants you to come to him, go to him as soon as possible to find out what he wants to tell you or show you.

SOCIALIZATION Card 42

STAGE 5

Behavior

The child dries his own hands after they are washed.

Activities

1) While you and the child wash your hands before mealtime, dry your hands first, so the child can see how to dry his hands. Let him take the towel to use to dry his hands. If necessary, help him dry his own hands. Praise him by saying, "I like the way you dry your hands."

2) Always keep a towel at the sink within the child's reach for him to use to dry his hands. If the child cannot reach the sink, get him a step stool and keep it by the sink.

3) Leave a basin filled with water in which the child can play. Place a towel by the basin so he can dry his hands when he is finished.

SOCIALIZATION Card 43

STAGE 8

Behavior

The child plays with the same type of toy (like blocks, cars, dolls) as another child sitting beside him, but he does not play with the child.

Activities

1) Place many blocks out on the floor. Invite the child to come and play with them. Once he is playing, invite another child to play with the blocks, too. Let him play near the child, but not too close. Encourage each to play his own game.

2) Try to buy pairs of toys that when one child plays with a toy, then there is a similar toy for another child who wants to play with the same thing. Encourage them to play near each other by placing the toys on the same table over the same area.

SOCIALIZATION Card 44

STAGE 8

Behavior

The child takes turns when playing with a toy with another child.

Activities

1) Sit across from the child on the floor. Before you roll a ball to the child say, "It is my turn to roll the ball." Before he rolls it back say, "Now it is your turn to roll the ball," Continue this and praise him by saying, "I like the way you are sharing the ball with me."

2) Repeat the above activity with the child rolling the ball to another child who already knows how to take turns. Praise both children for sharing the ball and taking turns.

3) When two children want the same toy, tell them that toys are to share. Set a timer for five minutes. Give the toy to one of the children and explain to both that when the bell rings the child with the toy is to "give it" or "share it" with the other child. Praise the child after he gives the toy to the other child by saying, "I like the way you share.

COGNITION

Card 1

STAGE 1

Behavior

The child feels objects with his fingers.

Activities

1) Make a "touching" board out of different materials like velvet, aluminum foil, pieces of carpet and burlap. Place the board so the child can reach it. Scratch the materials. Place the child's hand on the materials so he can feel them too.

2) Give the child a toy such as a small stuffed animal to play with. Place the animal in the child's hand and rub it against other parts of his body so he can feel it.

3) Dress the child in clothing with different textures (furry, smooth, scratchy on the outside). Touch his hand to the clothing.

COGNITION

Card 2

STAGE 2

Behavior

The child looks at people's faces section by section. He will look at their eyes, mouth and hair.

Activities

1) Play peek-a-boo with the child.

2) Hold the child and talk softly to him. Also smile and blink your eyes while he is watching you.

3) Take the child's hand and touch different parts of your face with it. Tell him what he is touching as you move his hand to different parts of your face.

COGNITION Card 3

STAGE 2

Behavior

The child explores the contents of a room by looking at the people, walls, and windows in it.

Activities

1) Place the child's crib, playpen, or infant seat so that the child will have different views of a room.

2) Take the child with you as you move around doing housework or when you visit neighbors. Hold him or sit him in an infant seat so the child can see what is around him.

COGNITION Card 4

STAGE 2

Behavior

The child looks at two toys which are hanging 18 inches apart at least 8 inches above him. He looks first at one, then at the other.

Activities

1) Hang a bright toy within the child's sight so he can see it while he's lying on his back on your lap. Then dangle another toy within the child's reach so he can see it too. Leave both toys hanging for him to watch.

2) Place child on his back in a playpen. Hang 2 bright rattles, from a string 8 inches over his head, 18 inches apart, shake 1 toy until he looks at it, then shake the other toy.

COGNITION Card 5

STAGE 2

Behavior

The child watches mother move about the room. When mother leaves the room, the child will continue to look in that direction. The child waits about two minutes for her to come back before resuming play.

Activities

1) Play peek-a-boo with the child by holding a towel in front of your face and hiding behind it. Talk to the child while you are hiding. Say, "Where's mommy?"

2) Leave the room for one or two minutes at a time. Talk to the child while you're out of the room so the child still knows that you are near.

COGNITION Card 6

STAGE 2

Behavior

The child may wave his arms and kick his legs or may stop wiggling while watching toys put into motion which are hanging from the top of his crib.

Activities

1) Offer a new toy to the child and place it by his side within view. Make it move so the child will watch it.

2) Attach bells to a string hung over the crib. Shake them for a second. Stop. Shake them several times.

3) Hang Brightly colored balloons over the child's crib. Blow on them so that they will move.

4) Hang a musical mobile from the top of the child's crib. Once a day while he is awake, wind it up and let it play.

COGNITION Card 7

STAGE 2

Behavior

The child looks at one toy, then another, then several more toys all of which were just hung above the child. Then he will look back to the first toy he looked at.

Activities

1) Attach several colored balloons across the child's crib. Move the balloons one at a time so the child will look at each one.

2). Place toys near the child's hand. Place the child's hand on each toy so he will look at it.

3) Place toys on the rungs of the child's crib so the child can look at them while he is lying on his stomach.

COGNITION Card 8

STAGE 2

Behavior

The child while lying on his back will turn his head from side to side if he sees you turn your head from left to right.

Activities

1) Hold the child's cheeks in your hands. Gently move his head from left to right as you move yours while singing a slow soothing song such as "Rock A Bye Baby."

2) Get the child's attention by holding your finger in front of your face. Hold a squeaky toy in front of you both. Move toy to the right, squeak it, and look at it. Move it then to the center, then to the left (squeak it). Always move your head with the object.

COGNITION Card 9

STAGE 2

Behavior

The child fingers one hand with the other.

Activities

1) Hold both the child's hands in your hands. Stroke his one hand with his other hand.

2) Tie a string of yarn around one of the child's hands.

3) Hold both the child's hands in your hands and clap his hands together to the rhythm of a song.

COGNITION Card 10

STAGE 3

Behavior

The child pulls off a washcloth covering his face.

Activities

1) Help the child hold his hands over his face. Help him push your hands away, playing peek-a-boo.

2) Play peek-a-boo by covering your face with a piece of a sheet. Encourage the child to pull off the sheet to see your face.

3) Cover the child's face with a washcloth. Pull the washcloth off the child's face. Next time you put the washcloth on, put the child's hands on the washcloth and help him pull it off.

COGNITION Card 11

STAGE 3

Behavior

The child will pull a string to shake a hanging, noise making, object such as a rattle, box with a few beans, or bell.

Activities

1) Attach a heavy piece of yarn to a hanging bell. Then attach the other end of the yarn to the child's hand. When he moves his hand, it makes the bell ring.

2) Attach a string to the child's rattle and hang it above him so the string is within his reach. Pull the string to shake the rattle. Help the child pull the string to shake the rattle.

COGNITION Card 12

STAGE 3

Behavior

The child crumples or rattles paper as he plays with it.

Activities

1) Give the child a large clean piece of wax paper, aluminum foil, or construction paper to play with.

2) After washing the child, wring out the washcloth. Then give it to the child to hold and play with.

3) Let the child play with a small sponge ball.

COGNITION Card 13

STAGE 3

Behavior

The child kicks his feet to make mobiles hung above him move.

Activities

1) Attach bells to the end of the crib. Lay the child so his feet touch the end of the crib. When he kicks his feet, the bells will ring.

2) Hang a mobile over the child's feet while he's lying on his back in his crib. Make it out of brightly colored paper or materials. Make sure the paper or material moves when the child kicks his feet in bed.

3) Attach a jingle bell to a balloon and attach it to the child's foot. When the child moves his foot, then the bell will jingle.

COGNITION Card 14

STAGE 3

Behavior

The child turns and looks at the floor when he drops a spoon or toy on the floor.

Activities

1) Let the child play with toys when he is sitting at a table on someone's lap. Give him a toy that is big, like a stuffed animal, so it will fall off the table. Allow it to fall off. After a minute, pick it up and give it back to him.

2) Put a rattle in the child's hand. Let him play with it. When he drops it, pick it up and put it back in his hand.

3) Play with toys placed on the highchair while the child is sitting in it. Purposely drop a toy and have the child look for it on the floor.

COGNITION Card 15

STAGE 3

Behavior

The child will pat an object if he sees someone else pat it.

Activities

1) Play with some of the toys found in the room and encourage the child to do the same things you do, like patting, pushing, dropping, or picking up the toys.

2) Lightly pat the mattress next to the child's head until he looks at your hand. Hold his hand and help him pat the mattress. Do the same with the other hand.

COGNITION Card 16

STAGE 3

Behavior

When a rattle is hung within one foot in front of the child's face, he will hit at it with his hand.

Activities

1) While the child is lying on his back in his crib, dangle the child's rattle on a string within reach of his hands. Jingle it and let him play with it.

2) Attach a string with jingling objects on it to the front of the child's highchair or car seat. Show him how to make them jingle. Let him play with these.

COGNITION Card 17

STAGE 3

Behavior

The child sitting on the floor drops a toy. His hand feels over the floor and finds the toy even though he does not look at the toy.

Activities

1) Help the child put a toy under a sheet. With his hand still on the toy, say, "Give me the toy."

2) Hold a bell in your hand and put a handkerchief over your hand and the bell. Ring the bell and ask the child where the bell is. See if the child will raise the handkerchief. If he does not, raise the handkerchief yourself so he can see the bell and your hand under it.

COGNITION Card 16

STAGE 3

Behavior

The child, with one hand, pats a toy he is holding in his other hand.

Activities

1) Give the child one small toy to play with at a time. Show him how to feel it with both hands and let him play with it until he gets tired of it. Then give him another toy that is small enough for him to hold in one hand.

2) Show the child a drum. Have him beat it with one hand. Then have him beat it with his other hand. Then have him beat it with both hands.

COGNITION Card 19

STAGE 3

Behavior

The child will clap his hands together if he sees someone else clap theirs.

Activities

1) Hang a bright balloon in front of the child while he's sitting up. Show him how to grab it with 2 hands. Help him grab it.

2) Clap your hands together and play patty-cake by yourself. Help him clap his hands and play patty-cake with you.

3) Sing a song while clapping your hands. Help the child clap his hands as you continue to sing.

COGNITION Card 20

STAGE 3

Behavior

The child turns toys in his hands to look at them.

Activities

1) Let the child play with household items: pots, spoons, cups, hairbrushes, plastic lids, used boxes, spools on a string, small pie tins, and small empty plastic bottles. Help the child turn the objects and tell the child about them, like name them and tell him what they are used for as he looks at and feels them.

2) Make a texture ball from different types of materials like cordory, velvet, silk, cotton and burlap. Help the child feel it and turn it in his hands.

3) When dressing the child let him hold one sock while you put the other sock on. Then let him hold his shoe while you put the other shoe on. Talk to him about his shoes and socks and point to different parts such as the toe and heal.

COGNITION Card 21

STAGE 3

Behavior

The child rubs toys against his crib to make noise.

Activities

1) Give the child objects like a drum stick or a long rattle to play with while he is in his crib. Show him how they make noise when rubbed against the crib bars.

2) Let the child play with pie tins and bang spoons on them to make noise. Show the child how to do this and help him hit the spoons against the pie tins.

3) Hang strings of jingle bells from the crib side. Show child how to hit them with his hands so they make noise. Give him a stick to hit them with, too.

COGNITION Card 22

STAGE 3

Behavior

The child will see mother enter the room and sit behind him. He goes on playing but turns around to see her two or three times, even though she is quiet and has made no noise to get him to look at her.

Activities

1) Place the child in his highchair or crib facing away from an adult who is working quietly. If he does not turn around to look, call to him and wave "hi" occasionally.

2) Play a hide and seek game with the child. Stand in front of the child, then move quietly behind the child. Encourage the child to find you.

COGNITION Card 23

STAGE 3

Behavior

The child can recognize a toy even though he can see only a part of it. The rest of the toy is hidden behind something like a sheet or book.

Activities

1) Show the child a toy, then while he is watching, partially hide it under a blanket. Tell him to find it. If he has trouble finding it, show him where it is.

2) Place a favorite toy of the child's half hidden behind a box. Ask him to find the toy. Show him the toy if he can't find it. Hide the toy again. This time let even less of the toy show.

COGNITION Card 24

STAGE 4

Behavior

The child will open and close his fisted hand if he sees another person do the same.

Activities

1) Give the child a small toy to hold, like a block, a small ball, or a small car. Have him give you the toy. Then give it back to him. Repeat this several times.

2) Wave at the child. Have the child wave at you. Then wave at the child again. Use different ways to wave.

3) Put a penny in your hand. Open and close your hand to show the penny to the child. Then put a penny in the child's hand. Have him open and close his hand as you open and close yours.

COGNITION Card 25

STAGE 4

Behavior

The child plays with a toy, then starts playing with a different toy. When he is finished playing with that toy, he can go to the place where the original toy is without searching for it.

Activities

1) While the child is playing with a favorite toy, give him a second toy. After a short time, take that toy away. Help the child find the first toy.

2) Leave 2 toys out for the child to play with. After he plays with one toy and starts to play with the second toy, hide the second toy under a towel. Tell child to find the first toy (name it). Help him find it if necessary.

COGNITION Card 26

STAGE 4

Behavior

The child pulls a string toward him in order to get a toy tied on the end of the string.

Activities

1) Allow the child to play with pull type toys, especially music or action toy. Show him how to take ahold of the string and pull the toy toward him.

2) Hold the child on your lap as you sit at a table. Place a toy with a string attached to it on the table. Put the string in the child's hand and help him pull on the string to move the toy.

3) Place a toy, like a music toy or busy box, over the child's crib. Let the child turn the knobs and pull the cords.

COGNITION Card 27

STAGE 4

Behavior

The child puts a person's hand on a musical, windup toy to show the person that he wants the toy to play music.

Activities

1) Wind up a musical toy for the child while he is watching. If he hands you the toy again wind it again for him. If he doesn't, help him hand it to you so you can play it again.

2) As the child watches you, pinch your thumb and index finger together and then spread them apart. When you stop doing this, the child will push on your thumb or finger to get you to start again. Do it again if he does. If he doesn't, show him how to make you start pinching your fingers again.

3) Ring a dinner bell when the child is watching you. If the child puts his hand on your hand to show you that he wants you to ring it again, then ring it again. If he doesn't do it, show him how to make you start ringing the bell again.

COGNITION Card 28

STAGE 4

Behavior

The child moves his head to different positions while looking at a toy.

Activities

1) When giving the child a toy, sometimes hand it to him upside down rather than always handing it to him right side up.

2) Let the child look at many different kinds of objects. For example, when you are outside, let the child look at and feel things like rocks, twigs, pine cones, grass, and leaves.

3) Hang favorite toys on strings above the child's crib, so he can see objects from different view points.

COGNITION Card 29

STAGE 4

Behavior

The child looks under a tissue to find the toy which he saw hidden there.

Activities

1) Hide a toy inside a clean plastic bag while the child is watching. Encourage the child to open the bag and get the toy.

2) While both of you sit on the floor facing each other, shake a small toy until his eyes are on it. Move it along the floor slowly until it is behind a clear plastic square. See if he moves the square to get it. If he does not move it to get the toy, show him where it was. Do several times.

3) Cover a toy that is in front of the child with a fine mesh cloth or netting so the child can partially see the toy through the material. Ask the child where the toy is and to get it. Help him if he doesn't find it.

4) While bathing the child in bubble bath, sink toys and help the child find them.

COGNITION Card 30

STAGE 4

Behavior

The child hides and finds a toy under a rug or piece of cloth.

Activities

1) Cover a toy with a piece of cloth. Tell the child to find the toy. Help him if necessary. Give the cloth to the child. Have him cover the toy with the cloth. Then ask him, "Where is your toy?"

2) Let the child play with plastic bowls so he can put small toys in them and take them out again. Then turn the bowl over, so child can place bowl over the toy, then take it off the toy.

COGNITION Card 31

STAGE 4

Behavior

The child pushes and moves things (toys) that are in front of a toy he wants so he can get to that toy.

Activities

1) Build a crawling obstacle course for the child. Use simple things like a short tunnel, boxes of different sizes, a mattress, a ramp, and so forth. Have the child follow you through the obstacle course. Talk to the child saying "Let's go under," as you go under something, "over" as you go over things, and "around" as you go around things.

2) Place a favorite toy two feet away from the child. Place something like an empty box or car between him and the toy. Show him how the box can be moved out of the way. Then tell him to get the toy and help him move the box.

COGNITION Card 32

STAGE 4

Behavior

The child is seated on a sofa so he is unable to see behind him. As someone walks from left to right behind him, he turns his head first toward the left and then to the right to listen for the person walking behind him.

Activities

1) Seat the child on the floor. Dangle a bright object that has a jingle bell attached to it in front of him. Swing the object around in back of him and to the other side. Tell him to look for it while you shake it so he can hear the bell ring. Do this several times in one direction, then switch directions.

2) Sit in front of the child. Show him a model train. Start it moving and move it behind your back and around your other side. Ask the child, "Where is the train?" Do this several times, switching directions occasionally. Then move the train around the child and stop it behind him. Ask him where the train is. If he doesn't know, show him where it is. Do again.

COGNITION Card 33

STAGE 4

Behavior

The child will open and close his mouth when he sees someone open and close their mouth.

Activities

1) Sit the child on your lap, facing you. Put your forehead against his and say "boo." Take your head away and do it again. Soon he will imitate moving his head toward yours and saying, "oh" when you play this game.

2) Stand in front of a mirror with the child. Stick out your tongue while the child is watching. Say, "Can you do this?" Stick your tongue out again. Encourage the child to stick his tongue out while he watches himself in the mirror.

COGNITION Card 34

STAGE 4

Behavior

After the child has seen and heard someone cough, he will make a coughing sound too; or he will imitate a kissing sound made with the lips after seeing someone do this.

Activities

1) When you kiss the child, smack your lips loudly. Have him then kiss you and smack his lips together loudly.

2) Say five long vowel sounds like $\bar{a}$, $\bar{e}$, $\bar{i}$, $\bar{o}$, and $\bar{u}$, with the child facing you. Have him to say them after you one at a time.

3) Play with the child imitating an animals actions and sounds. See if the child can then imitate these same actions and sounds.

COGNITION Card 35

STAGE 4

Behavior

The child while sitting in a baby swing, high chair or stroller, looks at his foot from different directions. He may look at his foot through the leg hole. Or he may look at it by leaning over the edge.

Activities

1) Give the child rolled up paper to look through. Tell him to look at you, at objects, and at his feet. Also use toilet tissue or paper towel rolls.

2) Place jingle bells on the child's shoes. Sit him in a chair or stroller or baby swing, then shake his feet. Tell him to look at his feet. Hold and shake his feet in different positions. Have him look for his feet each time.

COGNITION Card 36

STAGE 4

Behavior

While taking a bath, the child will let a bar of soap slip out of his hands again and again.

Activities

1) Build towers of blocks. Show the child how to knock them down. Build them up several times so he can knock them down.

2) The child likes to drop toys from his highchair. Tie a string to the toys and to the chair. When he drops the toys, then he can pull them back again using the string.

3) Hang a balloon within reach of the child and show him how to hit it. Let the child play at batting the balloon around.

COGNITION Card 37

STAGE 5

Behavior

The child puts a small can into a larger can.

Activities

1) Let the child play with measuring cups which fit inside each other.

2) Give the child a small juice can or larger juice can and a coffee can to play with. Make sure that there are no sharp edges on the cans. Show the child how the cans fit inside one another.

3) Let the child play with a cup and small blocks, show him how to place the blocks inside the cup.

COGNITION Card 43

STAGE 5

Behavior

The child will swing a toy on the end of a string taking ahold of the string at its end if he has seen someone else swing the toy.

Activities

1) Hit a ball with your hand, or hit a large beach ball with a stick. See if the child can do the same. Help him if he can't.

2) Attach a bell to a string. Hang it from a hook so it will swing back and forth when you hit it. Hit the bell so it will ring and make the string swing. Have the child hit it the same way you did.

COGNITION Card 38

STAGE 5

Behavior

The child slides toys up or down an incline.

Activities

1) Build an incline by stacking a few books on top of each other. Place one end of a board on the books and the other end on the floor. Show the child how a toy truck rolls down the incline and how it can be pushed up the incline.

2) Show the child how a ball rolls down an incline. Have the child roll it down the incline.

3) If you have a small slide, show the child how he can sit at the bottom of the slide and roll a ball up the slide, then catch it as it rolls down.

COGNITION Card 39

STAGE 5

Behavior

The child hits different objects with a stick to make different sounds.

Activities

1) Give the child two or three empty cans of different sizes. Turn them upside down for him to hit with a stick. Be sure edges of cans will not cut his fingers. Show the child how to hit the cans with a stick and make different sounds.

2) Let the child play with a play xylophone. Show him how to play the play xylophone.

3) Set up different objects for the child to strike with a stick. (Can, box, pan, stick, etc.)

COGNITION Card 40

STAGE 5

Behavior

The child drops things held in his hand and watches them fall.

Activities

1) Play a game with the child. Have him drop a bean bag into an empty bucket.

2) Let the child hold a small ball and then drop it, letting it bounce. Have him get the ball and do it again.

3) Let the child play with cups in a tub of water. He can scoop water up in cup and then watch it as he pours it out.

4) The child can have a lot of fun scooping up shovels full of sand and dumping them in a sand box.

COGNITION Card 41

STAGE 5

Behavior

The child searches for an object at the place where it was last put. If a toy is hidden in a person's hand and then put under a box, the child will look under the box for the toy.

Activities

1) Wrap the child's toy in a piece of brown paper while the child is watching. Say, "Get the toy out of the paper."

2) Put a toy under one of 2 boxes while the child is watching. Then ask the child where the toy is. Have him get it.

3) While the child is watching, place a favorite toy in a pie tin. Cover the pan with a towel. Dump the object out on the floor, keeping the towel over the toy. Show him the empty pan and see where he looks for his toy. Help him to find the toy. Do again.

COGNITION Card 44

STAGE 5

Behavior

The child touches his head when he sees someone else touch their head.

Activities

1) Sit in front of a mirror with the child. Pat your cheek. Now help the child pat his.

2) Blow a kiss to the child. Help him blow a kiss to you.

3) Touch your nose and say "nose." Ask the child where his nose is. Say, "Here is my nose." and point to your nose as the child points to his. Help him point to his nose if he can't do it.

COGNITION Card 45

STAGE 5

Behavior

The child who is standing on a piece of material which he wants to pick up will move off the material so he can pick it up.

Activities

1) Have the child stand on an old towel. Give him one end of the towel to hold. Help him move his feet off the material so he can pick it up.

2) Have child sit on a small flat pillow. Then ask him to give you the pillow. If he can't, help him to move off the pillow so he can give it to you.

COGNITION Card 42

STAGE 5

Behavior

The child scribbles with pencil or crayon on paper.

Activities

1) Show the child how a crayon or magic marker can mark on paper spread out on the table. Let him mark on the paper.

2) Let the child smear finger paint on paper after you show him how it is done.

3) Give the child a small chalk board and chalk to play with. Show him how he can use the chalk to mark on the board.

COGNITION Card 46

STAGE 5

Behavior

The child removes and replaces two inch circles in a formboard.

Activities

1) Take a jar with a wide mouth and cut circles out of cardboard which will easily fit into the jar. Show the child how to put the circles into the jar, then have him try it.

2) Cut circles from construction paper of one color. Paste some of the circles on a piece of cardboard. Have the child put the remaining circles on top of the ones that are pasted on the cardboard, but show him how to do it first.

3) Also cut circles a little smaller than a jar lid. Help the child fit the circles into the jar lid.

COGNITION Card 47

STAGE 5

Behavior

The child will use a stick to push a toy away, or he will use a stick to pull a toy toward him.

Activities

1) Show the child a toy he likes and place it out of his reach on a flat pillow on a table. Place the pillow so he can reach only one corner. Show him he can pull the pillow toward him and get the toy.

2) Lay three strings on a table. Attach a toy to one of the strings. Have the child pull the strings toward him. When he pulls the string with the toy attached say, "See, you got the toy." Repeat this game several times.

COGNITION Card 48

STAGE 5

Behavior

The child will put a bracelet on his arm if he has seen someone put a bracelet on their wrist.

Activities

1) Put some dusting powder on your body. Help the child put some powder on his. Then let him try to do it himself.

2) Sit in front of a mirror with the child and try on jewlery, hats and dress up clothing. Have two of everything so you can help the child put the same things on that you are putting on.

COGNITION Card 49

STAGE 5

Behavior

The child begins to pretend. For example, child, while playing, will pretend to go to sleep. He will lie down, thirty seconds. Then he will begin playing with his toys again.

Activities

1) Pretend that you are going to sleep. Say, "I'm going to bed." Lay down, close your eyes, and snore as if you were asleep. See if the child will pretend too.

2) While the child is playing with dolls, tell him it is time for the doll to go to bed. Let the child put the doll to bed.

COGNITION Card 50

STAGE 6

Behavior

The child pretends to drink from an empty glass making sipping sounds.

Activities

1) Pretend that you and the child are at a tea party and drink from a toy cup. Give the child a cup to drink from too. Talk to the child as if you were at a tea party and pretend to drink from your cup.

2) Play pretend games with the child. For example, have the child feed a doll baby, put the baby to bed, and change its diaper. While the child is doing these things, talk about what he is doing such as, "Now it is time for the baby to go go bed."

3) Pretend that you are eating different foods. For example, pretend to eat carrots, making a chomping sound. Tell the child to pretend with you.

COGNITION Card 51

STAGE 6

Behavior

While watching mother sweep the floor, the child will try to imitate the sweeping action with his broom.

Activities

1) Give the child a small broom so that he can sweep the floor too. Show him how to hold the broom and the motion of sweeping.

2) Give the child a clean dust rag while you are dusting. Let the child help you dust after you have shown him how.

COGNITION Card 52

STAGE 6

Behavior

If a ball rolls under a sofa, which is in the middle of a room, the child will go behind the sofa to get the ball instead of reaching or looking under it where the ball entered.

Activities

1) Cut the ends out of a shoe box. Have the child push a toy car through one end and find the toy at the other end.

2) Use the same shoe box as in the first activity but this time drape the ends with material and have the child push the car through and find it at the other end.

3) While playing ball, purposely roll a ball under a chair or table. Have the child find and get the ball by taking the child behind the chair or table and showing him the ball is on the other side.

COGNITION Card 53

STAGE 6

Behavior

The child will find an object such as a marble, which has been hidden under three covers. Put a pillow on top of a blanket, which is on top of a sheet. Put a marble in your hand and then put your fisted hand first under the pillow, then under the blanket, and finally under the sheet, each time bringing out your closed hand leaving the marble under the sheet and show your open hand. Then the child will push aside the hand to look under the pillow, then the blanket, and then the sheet where he will find the marble.

Activities

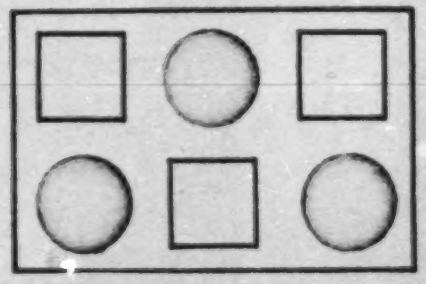
1) Place a penny in one of your hands while the child is watching. Then put it in the other hand while the child is watching. Close both hands and ask him to find the hand that has the penny.

2) While the child is watching, put an object inside a small box. Then hide the box under one of two bowls. Have the child find the object.

3) Put a marble in a cup. While the child is watching, slide the cup into each of 3 separate boxes, one at a time. Leave the marble in the last box, bringing out an empty cup. Have the child find the marble.

COGNITION Card 54

STAGE 6



Behavior

The child correctly places all two-inche squares in a formboard.

Activities

1) Take the top off a square box. Cut squares which will easily fit flat into the box top out of construction paper. Show the child how to fit the squares into the box top.

2) Cut 3 inch squares from construction paper. Paste some on a piece of cardboard. Have the child place the remaining squares on top of the ones on the cardboard. Show him how the corners must match.

3) Let the child play with a 2-4 piece formboard with circle and square shapes. Show him how to fit the pieces in a puzzle. Help him do the puzzle.

COGNITION Card 64

STAGE 8

Behavior

When a person whispers in the child's ear, the child will continue the game by putting his ear against the person's mouth so they will continue whispering.

Activities

1) Lift up the child's shirt and blow on his stomach. Do this several times and then stop. If the child wants you to continue, show him how to lift up his shirt and that you will do it again.

2) Make soft sounds in the child's ear. Encourage the child to whisper by putting your ear close to the child's mouth. Repeat action until child understands his whispering leads to your whispering.

COGNITION Card 55

STAGE 6

Behavior

If a parent asks the child where family members are, the child will point to the place where he last saw them. Example: "Where is mother?" The child sitting in the yard points to the house. "Where is brother?" The child points to a neighbor's house where his brother went to play.

Activities

1) Ask the child where a familiar person or animal is that has just walked out of the child's field of view. Help the child go to where the person or animal is. Later help him point to the right direction.

2) When the child's brother or sister goes into a neighbor's house while the child is watching, ask the child, "Where is Bobby?" Take the child to the window and help him point toward the place where his brother or sister went. Wait a few minutes, then ask the child again.

COGNITION Card 56

STAGE 6

Behavior

The child tries to imitate sounds he hears such as a car honking or a bird chirping.

Activities

1) While you and the child are sitting in a car waiting for a train to pass, tell the child "This is the sound that the train make." Imitate the noise of the train, then try to get the child to imitate it too.

2) Have the child make noises that a clock, bird, or washing machine makes. You can have him imitate just about anything. If the child has trouble imitating the sounds, you imitate the sounds first.

3) Take the child on walks around the neighborhood. Point to different things that make noise and help the child imitate them.

COGNITION Card 57

STAGE 6

Behavior

The child walks away from and out of sight of his house. When asked where his house is, he turns and points in the right direction.

Activities

1) Walk from one room to another room and ask the child where the first room is. Say "It's over there." and help him point in the correct direction.

2) Take a walk around the block with the child. When you are walking away from home, ask the child where his house is every half block. Help him point in the correct direction.

3) When outside, ask the child where school is or some other familiar but out of sight place that is nearby. Help him point to the correct direction.

COGNITION Card 58

STAGE 7

Behavior

The child removes his coat from a coat hook by first lifting it a little to unhook it instead of just pulling down on it to try to pull it off.

Activities

1) Use your finger as a hook and hang the child's coat on it. With the child watching show him how to lift the coat up and off.

2) Put a toy in a shoe box while the child is watching. Tie a string around the shoe box. Give the box to the child and see if he tries to untie the string before trying to get the lid off the box. Show him how to remove the string first if he is unable to do it.

COGNITION Card 59

STAGE 7

Behavior

The child will imitate two actions, one immediately following the other. For example, he will tap his knees then hit his shoulders with his hands after someone else does this.

Activities

1) Touch your chin with your forefinger and pull your earlobe. Have the child do the same. Guide his action if he needs help.

2) Blink your eyes and wrinkle your nose. Have the child do it after you.

3) Play a Simon Says game where the child imitates a combination of motions, such as clapping hands and then tapping the knee after you do them first.

COGNITION Card 60

STAGE 7

Behavior

The child sees pictures of a person in a storybook. After the child has been told the person's name several times, he can point to the same person in a different picture when asked.

Activities

1) Take pictures of the child and other family members or friends of the child. Show the child the pictures and talk about them. Then ask him who they are.

2) While reading a story from a picture book to the child, point to the same person in different pictures, name him and ask the child what that person is doing in each picture. Halfway through have the child point to that person in each picture and talk about him.

COGNITION Card 61

STAGE 7

Behavior

The child will throw pebbles into a bucket or pool of water.

Activities

1) Give the child a tub of water and stones he can drop into the water and watch them sink. Help him aim the stone if needed. Also let the child throw a rubber ball into the tub.

2) Have the child use an eye dropper to drop tempera paint onto a piece of wet paper. The child can watch the paint spread out in different directions.

COGNITION Card 62

STAGE 7

Behavior

The child, when shown how, can put all square blocks in one pile and triangle blocks in another pile.

Activities

1) Let the child play with a formboard that has squares and triangles on it. Give him the squares first and have him match them to the board shapes (Help him if needed). Then give him the triangles to match to the board (help if needed).

2) Give the child circle and square formboard blocks. Have him close his eyes and separate the circles from the squares by feeling the shapes. Help if needed.

3) Use a square-shaped box and a triangular-shaped box. Cut shapes which will fit in the boxes. Give square shapes and box to the child. Tell him to put the shapes in the box. Do the same with the triangles. Later, give both shapes and boxes to him at the same time. Help him separate the two shapes.

COGNITION Card 63

STAGE 8

Behavior

After being shown how, the child can separate red marbles from black marbles.

Activities

1) Cut out yellow and blue circles from construction paper. Show the child how to sort them into two piles - one of yellow circles and the other of blue circles.

2) Make a form board of only white and green squares. Cut out white and green squares from construction paper. Show the child how to match the white paper squares to the white square on the form board and green paper squares to the green square on the form board. Have the child do this.

COGNITION Card 65

STAGE 8

Behavior

Color discrimination. The child can pick out the red truck when he sees a red and a blue truck which are identical and is asked to get the red truck.

Activities

1) Collect red objects and hang them from the ceiling. Talk about them being red. Let him help put more "red things" around.

2) Let the child wear red clothes. Talk about their redness. Help him find more red clothes, jewelry or hats to wear.

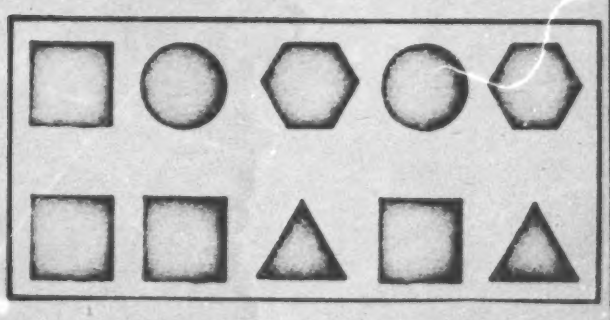
3) Let the child paint or crayon just with red. Talk about the red paint or crayon. Let him make handprints and footprints with red paint.

COGNITION Card 66

STAGE 8

Behavior

The child recognizes similar shapes. When shown a circle, he can point out all the other circles in a group of circles, triangles, and squares.



Activities

1) Let the child play with a formboard or shape box with 3 different shapes. Show him how to fit the cut-out forms to the shapes on the board. Name the shapes. Then have him match the shapes.

2) Give the child a jar of screws, washers, and paper clips. Show him how to sort them into three piles: screws, washers, and paper clips. Have him help you sort them.

EXPRESSIVE LANGUAGE Card 1

STAGE 1

Behavior

The child cries when hungry, wet, or tired.

EXPRESSIVE LANGUAGE Card 2

STAGE 1

Behavior

The child makes noises in his throat, gurgles coos, sighs, grunts, squeals, and blows bubbles.

EXPRESSIVE LANGUAGE Card 3

STAGE 2

Behavior

The child makes sounds or coos when played with.

EXPRESSIVE LANGUAGE Card 4

STAGE 2

Behavior

The child has a different sound for each of the following: hunger, happiness, and pain.

EXPRESSIVE LANGUAGE

Card 5

STAGE 2

Behavior

The child babbles making vowel and consonant sounds such as "e" and "kuh".

EXPRESSIVE LANGUAGE

Card 6

STAGE 3

Behavior

The child laughs out loud when tickled or played with rather than just smiling and cooing.

EXPRESSIVE LANGUAGE Card 7

STAGE 3

Behavior

The child vocalizes displeasure (he cries or fusses) when a toy he wants is taken from him.

EXPRESSIVE LANGUAGE Card 8

STAGE 3

Behavior

The child makes sounds using his tongue tip such as "tuh" and "duh".

EXPRESSIVE LANGUAGE Card 9

STAGE 3

Behavior

The child babbles to his toys or to a person he knows.

EXPRESSIVE LANGUAGE Card 10

STAGE 3

Behavior

The child lalls, repeats the same sounds over and over, such as "na na na" or "ma ma ma ma" (without meaning).

EXPRESSIVE LANGUAGE Card #

STAGE 3

Behavior

The child babbles combining two or more different sounds, such as "pa ka".

EXPRESSIVE LANGUAGE Card #2

STAGE 4

Behavior

The child's babbling changes in pitch (high sounds and low sounds) and inflection (different tones of voice) like the speech of the adults he hears speaking daily.

EXPRESSIVE LANGUAGE Card 13

STAGE 4

Behavior

The child imitates sounds like a tongue click or cough immediately after he has heard it.

EXPRESSIVE LANGUAGE Card 14

STAGE 4

Behavior

After an adult says a sound to the child that the adult knows he has made before, the child will imitate that sound. (He may now be able to make the consonant sounds of "k","g","m","n","d","t", "p","b" in combination with several vowels "e", "a", "u", "e").

EXPRESSIVE LANGUAGE Card 15

STAGE 4

Behavior

The child says "mama" and "dada" to name the person and says on other word. (may be the name of an object, food, another close person, a pet).

EXPRESSIVE LANGUAGE Card 16

STAGE 4

Behavior

The child imitates the same number of syllables and sounds he has just heard a familiar person say to him. i.e.: adult says "a-ba-ba"; child responds, "a-ba-ba".

EXPRESSIVE LANGUAGE Card 17

STAGE 4

Behavior

The child babbles while playing alone.

EXPRESSIVE LANGUAGE Card 18

STAGE 5

Behavior

The child imitates new sounds or simple words he has not said before.

EXPRESSIVE LANGUAGE Card 19

STAGE 5

Behavior

The child uses a gesture with sounds (babbles while pointing). i.e., when the child wants water he points to the faucet and says "mawa, mawa".

EXPRESSIVE LANGUAGE Card 20

STAGE 5

Behavior

The child says two words besides "mama" and "dada".

EXPRESSIVE LANGUAGE Card 21

STAGE 5

Behavior

The child immediately tries to imitate sounds such as adult exclamations ("uh oh!" "Wheel" "oops!").

EXPRESSIVE LANGUAGE Card 22

STAGE 5

Behavior

The child says combinations of sounds which are similar to words he hears "wa-wa" for "water", "ba-ba" for "bye-bye."

EXPRESSIVE LANGUAGE Card 23

STAGE 5

Behavior

The child asks for what he wants by naming objects such as "cookie" or "milk" (words may not be perfectly said).

EXPRESSIVE LANGUAGE Card 24

STAGE 5

Behavior

The child has a 10 word vocabulary (such as "Hi","car", "go",."bye-bye", "no", etc.)

EXPRESSIVE LANGUAGE Card 25

STAGE 5

Behavior

The child names one real object like a ball, car, shoe, dog, doll, cookie, or cup when shown these things and asked "what is this?"

EXPRESSIVE LANGUAGE Card 26

STAGE 6

Behavior

The child names one of a large doll's body parts like eyes, hair, mouth, ears, nose, feet, or hands after the adult points to it and asks "what is this?"

EXPRESSIVE LANGUAGE Card 27

STAGE 6

Behavior

The child names one of these things: cup, ball, dog, cat, house, doll, spoon, shoe, car, table, or book when shown picture of them and asked "What is this?"

EXPRESSIVE LANGUAGE Card 28

STAGE 6

Behavior

The child "talks" to a real toy animal, (this conversation may not be understandable).

EXPRESSIVE LANGUAGE Card 29

STAGE 6

Behavior

The child repeats the sound of a car, train, or animal after someone makes the sound.

EXPRESSIVE LANGUAGE Card 30

STAGE 6

Behavior

The child combines two different words such as "daddy go", "see car", "more milk."

EXPRESSIVE LANGUAGE Card 31

STAGE 6

Behavior

The child has a twenty word vocabulary.

EXPRESSIVE LANGUAGE Card 32

STAGE 6

Behavior

The child says "mine" indicating something that belongs to him or something that he wants.

EXPRESSIVE LANGUAGE Card 33

STAGE 6

Behavior

The child says "hi" to people he knows.

EXPRESSIVE LANGUAGE Card 34

STAGE 7

Behavior

The child names two or three parts of a doll like its arms, legs, eyes, nose or mouth, hair, ear, or hand or foot when a person points to a part and asks "what is this?"

EXPRESSIVE LANGUAGE Card 35

STAGE 7

Behavior

The child names at least three of the following nearby objects when you point and ask, "what is that?" Use objects such as a shoe, chair, pencil, glasses, knife, clock, stool, bed, table, basket, cup, or spoon, or watch.

EXPRESSIVE LANGUAGE Card 36

STAGE 7

Behavior

The child uses the pronouns I, me, and you, but not always correctly.

EXPRESSIVE LANGUAGE Card 37

STAGE 7

Behavior

The child uses 3 word sentences like "I go sleep", or "me want milk".

EXPRESSIVE LANGUAGE Card 38

STAGE 7

Behavior

The child asks simple questions such as "Where Ball?" "Me go bye-bye?"

EXPRESSIVE LANGUAGE Card 39

STAGE 7

Behavior

The child can repeat the numbers one to ten one at a time after another person says each one.

EXPRESSIVE LANGUAGE Card 40

STAGE 7

Behavior

The child expresses his feeling with great excitement such as yelling and clapping and jumping up and down after receiving a surprise.

EXPRESSIVE LANGUAGE Card 41

STAGE 7

Behavior

The child talks while he is playing and pretending such as when putting the doll to bed he says, "Go to sleep, baby."

EXPRESSIVE LANGUAGE Card 42

STAGE 7

Behavior

The child usually tries using words for what he wants.

Card 43

EXPRESSIVE LANGUAGE

STAGE 7

Behavior

The child says his first name when asked "What is your name?"

Card 44

EXPRESSIVE LANGUAGE

STAGE 8

Behavior

The child repeats 2 numbers in the same order the adult just said them, i.e., Adult says "listen, say 4-7"; the child repeats "4-7".

Card 45

EXPRESSIVE LANGUAGE

STAGE 8

Behavior

The child can change the volume of his voice. He can whisper and yell.

Card 46

EXPRESSIVE LANGUAGE

STAGE 8

Behavior

The child repeats parts of simple nursery rhymes or songs like "Hi Diddle Diddle."

Card 47

EXPRESSIVE LANGUAGE

STAGE 8

Behavior

The child can name at least 2 things based on its use. For example, say, "What do we drink out of?" The child will answer "cup" or "glass".

Card 48

EXPRESSIVE LANGUAGE

STAGE 8

Behavior

The child tells what is happening in pictures when he is asked, i.e., he will say, "Baby (is) sleeping" when he sees a picture of a baby in bed with its eyes closed.

Card 49

EXPRESSIVE LANGUAGE

STAGE 8

Behavior

The child uses plurals of words.

Card 50

EXPRESSIVE LANGUAGE

STAGE 9

Behavior

The child gives his first and last name when asked.

Card 1

RECEPTIVE LANGUAGE

STAGE 1

Behavior

The child stops crying when a familiar person speaks quietly to him.

Card 2

RECEPTIVE LANGUAGE

STAGE 1

Behavior

The child blinks or stops moving when a rattle is shaken near him.

Card 3

RECEPTIVE LANGUAGE

STAGE 2

Behavior

The child smiles when he hears someone talking or singing quietly.

Card 4

RECEPTIVE LANGUAGE

STAGE 2

Behavior

The child turns his head toward the direction of a bell held about ten inches from the child and gently rung.

Card 5

RECEPTIVE LANGUAGE

STAGE 2

Behavior

The child turns his head and looks when he hears your voice.

Card 6

RECEPTIVE LANGUAGE

STAGE 2

Behavior

The child reacts differently to angry voices and friendly voices. He becomes unhappy (may cry) when hearing angry voices. He becomes happy (smiles and/or babbles) when hearing friendly voices.

Card 7

RECEPTIVE LANGUAGE

STAGE 3

Behavior

The child looks in the direction of a sound (such as a bell ringing) which he cannot see.

Card 8

RECEPTIVE LANGUAGE

STAGE 3

Behavior

The child will listen quietly for two to three minutes while music is being played.

Card 9

RECEPTIVE LANGUAGE

STAGE 3

Behavior

The child reaches his arms above his head when he hears "up".

Card 10

RECEPTIVE LANGUAGE

STAGE 3

Behavior

The child turns to listen to sounds he hears and turns his head to watch different objects around him.

Card 11

RECEPTIVE LANGUAGE

STAGE 4

Behavior

The child moves toward or looks at a named family member or pet. For example, say "Where's Daddy," and the child will look toward his father.

Card 12

RECEPTIVE LANGUAGE

STAGE 4

Behavior

The child sits with another person and looks at pictures for a full minute when the pictures are talked about by the other person.

Card 13

RECEPTIVE LANGUAGE

STAGE 4

Behavior

The child kisses when you say, "Give me a kiss."

Card 14

RECEPTIVE LANGUAGE

STAGE 4

Behavior

The child stops what he is doing (more than half of the time) when he is told "no, no".

Card 15

RECEPTIVE LANGUAGE

STAGE 4

Behavior

When someone says "bye-bye" to the child, he waves by himself.

Card 16

RECEPTIVE LANGUAGE

STAGE 4

Behavior

The child plays games like "patty-cake."

Card 17

RECEPTIVE LANGUAGE

STAGE 4

Behavior

The child looks at a favorite nearby toy when asked, "Where is the _____."

Card 18

RECEPTIVE LANGUAGE

STAGE 4

Behavior

The child rocks his body from side to side and claps his hands after seeing someone else do this to music.

Card 21

RECEPTIVE LANGUAGE

STAGE 5

Behavior

The child gives a toy to you if you ask for it and hold out your hand.

Card 22

RECEPTIVE LANGUAGE

STAGE 5

Behavior

The child smiles, or moves in rhythm, or claps for more when he hears a rhyme or simple song.

Card 23

RECEPTIVE LANGUAGE

STAGE 5

Behavior

Child selects a named item when given a choice of 2 known objects (such as a spoon and a ball). Say "Give me the _____" or "Show me the _____."

Card 24

RECEPTIVE LANGUAGE

STAGE 5

Behavior

The child looks at pictures for two or more minutes when someone sitting with him talks about the pictures.

Card 25

RECEPTIVE LANGUAGE

STAGE 5

Behavior

The child brings his doll (or anyone of his favorite toys) to you when he is asked to go get it from another room.

Card 26

RECEPTIVE LANGUAGE

STAGE 5

Behavior

The child "finds the baby" in a picture when asked to do so. He is beginning to recognize pictures without also seeing the actual object.

Card 27

RECEPTIVE LANGUAGE

STAGE 5

Behavior

Ask the child to touch his hand, hair, mouth, nose, eye, ear, and foot. He touches at least 3 correctly.

Card 28

RECEPTIVE LANGUAGE

STAGE 6

Behavior

The child gets his ball when asked if he wants to play ball.

Card 29

RECEPTIVE LANGUAGE

STAGE 6

Behavior

The child responds to "Where is mother?" or "Where is the bathroom" by pointing or motioning in correct direction.

Card 30

RECEPTIVE LANGUAGE

STAGE 6

Behavior

The child follows two directions with a block or ball, i.e., the directions might be, "Put the ball on the table." After the child does that then say "Give the ball to me".

Card 31

RECEPTIVE LANGUAGE

STAGE 6

Behavior

The child shows you his spoon, plate, and glass when asked.

Card 32

RECEPTIVE LANGUAGE

STAGE 6

Behavior

The child touches one body part on a large picture (6" x 10") or a doll. "Show me the dolly's hair". Repeat for mouth, eyes, feet, nose, ear and hands.

Card 33

RECEPTIVE LANGUAGE

STAGE 6

Behavior -

The child will place an object "here" when told to and will do an action immediately when asked to do it "now."

Card 34

RECEPTIVE LANGUAGE

STAGE 6

Behavior

The child comes when he is called.

Card 35

RECEPTIVE LANGUAGE

STAGE 7

Behavior

The child touches 2 pictures of known objects that are named. Say "Show me the cup" or "Put your finger on the cup" (Have pictures of a cup, spoon, ball, shoe, car). Another object should be in the picture along with the object names - 2 objects per picture.

Card 36

RECEPTIVE LANGUAGE

STAGE 7

Behavior

The child follows 4 directions with a block or ball one at a time such as "Put it on the chair." "Give it to me." "Put it on the table." "Give it to Daddy".

Card 37

RECEPTIVE LANGUAGE

STAGE 7

Behavior

When there are 2 familiar pictured items on one page, the child touches the one that is named, i.e., there is a picture of a dog and a wagon. Adult says, "Touch the dog" or "show me the dog". The child touches only the dog.

Card 38

RECEPTIVE LANGUAGE

STAGE 7

Behavior

Ask the child to touch his hand, hair, mouth, nose, eye, ear or foot. He touches at least 5 correctly.

Card 39

RECEPTIVE LANGUAGE

STAGE 7

Behavior

Child touches 3 named body parts on a picture of a doll. "Show me the dolly's hair." Repeat for mouth, eyes, feet, nose, ear and hands.

Card 40

RECEPTIVE LANGUAGE

STAGE 7

Behavior

The child sits and listens happily; without fussing, to a short story told to him. He may sometimes bring a book to you to read about.

Card 41

RECEPTIVE LANGUAGE

STAGE 7

Behavior

The child places an object "in" something and "under" something, when given those directions, i.e., Ask child to put the block in the can. After he does this then ask: "put the can 'under' the table."

Card 42

RECEPTIVE LANGUAGE

STAGE 7

Behavior

The child touches the "little spoon" when shown a picture of 2 spoons - 1 very large and 1 very small.

Card 43

RECEPTIVE LANGUAGE

STAGE 7

Behavior

The child follows a 2-step direction such as "Pick up the ball and give it to me" or "Throw your napkin away and bring me your plate."

Card 44

RECEPTIVE LANGUAGE

STAGE 8

Behavior

The child correctly responds to 2 of the following: (Have pictures of a comb, glass, shoes, tricycle, iron, scisso-s, broom - all things the child should know) - Ask "Show me what ... we use to comb our hair; we use to drink our milk; goes on our feet; we ride on; we use to iron clothes; we can eat with; we use to sweep the floor.

Card 45

RECEPTIVE LANGUAGE

STAGE 5

Behavior

The child gives you one and only one block when asked, "Give me just one block."

Card 46

RECEPTIVE LANGUAGE

STAGE 5

Behavior

The child follows 2 directions given one at a time that use prepositions, i.e., "Put the ball on the chair." "Put the ball in back of the chair." The child should know 2 of the following: in front of, beside, in back of, behind, inside.

Card 47

RECEPTIVE LANGUAGE

STAGE 8

Behavior

The child touches the big object when asked to "Touch" the big one. And he touches the small object when asked to "touch" the small one. (If child does not understand "touch" you may ask him to "give" you the big one or small one.)

Card

RECEPTIVE LANGUAGE

STAGE

Behavior

Card 1

RECEPTIVE LANGUAGE

STAGE 1 -- Ideas and Activities

Sing softly to the child and gently rock him to quiet him when he cries.

Talk to the child in a calm, soothing voice when he is upset.

When the child is awake, talk quietly to him while looking into his face therefore encouraging him to watch you as you talk to him. Keep talking, or singing, or making sounds until he watches you, and then continue as he watches you.

Card 1

RECEPTIVE LANGUAGE

STAGE 2 -- Ideas and Activities

Whenever you are near or with the child, surround him with a "language envelope" -- talk to him gently and describe what you are doing, even though he obviously does not understand the words. The sound of your voice, its rhythm and pattern all contribute to language learning.

Place the child near the dinner table while everyone is eating. Talk to him in a quiet voice.

Choose a quiet song or record to sing or play for the child. Hold him and rock him while the song is being played or sung.

Hang a musical mobile in the child's crib and place the child so he can see it. Play it several times each day, drawing the child's attention to it each time it is played.

Call the child's name. When he looks at you, pick him up, tickle him, or do something else he likes.

Card 1

RECEPTIVE LANGUAGE

STAGE 3 -- Ideas and Activities

Language really begins to grow during this time. Although the child usually doesn't use words himself, his behavior begins to show that he understands some words. Remember, he'll learn language only if you use a good deal of it around him. Whenever you are with the child, be sure to speak in simple senterces, make your voice rise and fall, get loud and soft, fast and slow. Surround the child with words.

The child must realize by your previous actions and tone of voice when he either pleases or displeases you. The expression in your voice or on your face must mean something. In order to teach a child to distinguish between friendly and upset tones of voice, you should sound disappointed when the child misbehaves and praise the child in a pleasant tone of voice for positive behavior.

Whenever you approach the child, call him or speak to him. Follow this with some direct contact --place a toy where he can see it, roll him over and tickle him, or pick him up. As you do any one of these things, talk to him.

Play the radio softly during the day so the child has an opportunity to frequently listen to music.

Card 2

RECEPTIVE LANGUAGE

STAGE 3 -- Ideas and Activities

When you are going to pick the child up, first hold your hands out toward him and say, "You want up?" Help him hold his arms up and then pick him up. Soon he should be raising his arms to be picked up when he sees and hears you say, "You want up?"

When dressing and undressing the child, talk about each piece of clothing. Show and tell him what he can do with his body to help. "Raise your arms." "Put your foot in the shoe."

Shake a rattle near the side of head. When he turns toward the sound, and begins to reach for it, give it to him to touch and to hold.

Card 1

RECEPTIVE LANGUAGE

STAGE 4 -- Ideas and Activities

The child not only needs to listen to the words we speak, but to the emphasis that we put on certain words, the variation in tone we use, and so on. Try to set aside a time each day when you speak and listen to your child alone without the radio or television. This will give him a chance to attend to what you say and to interpret the meaning of your words.

The child makes connections between words and objects when he has a lot of experience with them and when some action is connected to them. As he eats something hot, talk about hot things. Call the water hot when it is so. As he handles things that are fuzzy, talk about fuzziness, etc. Don't drill on these words or expect him to say them. You are not trying to teach him the particular words, but rather the general fact that words are used to describe and name things.

Have two or three members of the family in a circle. One person holds the child and says, "Look at Daddy. Daddy will hold you," and hands the child to Daddy. Daddy says the same thing, but change the person's name. Try to have the child look at the person he is going to go to next.

Card 2

RECEPTIVE LANGUAGE

STAGE 4 -- Ideas and Activities

Sit with the child and look through books that have simple pictures in them. Gently hold the child's hand and pat the pictures as you name them.

Take photos of things and people the child sees often. Let him look at them while you tell him what they are.

When the child reaches for an object he is not to play with, say "No, that is not to touch." Firmly and quietly hold his hands for a few moments, then move him away and give him a toy with which he can play saying, "This is to play with."

Whenever saying "bye-bye" to the child, accompany the words with actions so the child will associate the words with the actions. At first, wave the child's hands when the word is said.

Card 3

RECEPTIVE LANGUAGE

STAGE 4 -- Ideas and Activities

Play such games as patty-cake and peek-a-boo with the child. Hold the child's hands in yours to show him what he is to do with his hands. Later, when the child has played the game several times and understands what he is to do, just sing the song and let him do all the actions himself.

Place the child's favorite toy so that he can see it, but it is out of his reach. Ask the child, "Where is your ____?" If he looks at the toy, give it to him to play with.

Give the child his doll to play with and turn on some music. Show the child how to rock the doll and clap its hands to the music. Then encourage the child to do the same with his own body.

Whenever speaking with the child, call him by his name so that he becomes accustomed to it. Ask him questions using his name.

As you work with the child (holding, feeding, bathing, etc.), talk to him saying his name over and over. As he responds to his name, repeat it while he is facing you. Also, give him much reward for his response by smiling, patting, or picking him up.

Card 1

RECEPTIVE LANGUAGE

STAGE 5 -- Ideas and Activities

The child has things to learn everywhere he goes. The street, the park, a ride in the car --everything offers opportunities to increase his awareness of what is around him and to see ties between familiar things and new things. Talk to him when you are riding or walking together; point things out; exclaim at new and exciting things; convey the fun of discovery.

Remember, almost any remarks or explanations, even if he cannot really understand them, are better than silence. The one word of caution is that you must not expect him to get excited by all the things that you are. If something of interest to you--like say, a historical monument--is too strange and removed for him, he will not pay attention, he will not listen, and there is no point in trying to force his attention. Take your cues from behavior. He will let you know when things are interesting to him. Then you can talk a great deal about those things.

Vocabulary develops when actions and words are brought together. In the kitchen, have the child help you in regular household chores. Ask him to hand you the dish towel, put the towel away, turn the faucet on and off, find out which one is hot, fine out which one is cold, get a pot, etc. He will learn the words for common household materials through seeing how they are used and in using them, rather than being presented with a quiz game of naming.

Card 2

RECEPTIVE LANGUAGE

STAGE 5 -- Ideas and Activities

Accompany simple commands to the child with gestures. For example, say, "Johnny, come" with the action of holding out your arms for the child.

Give the child a small toy and encourage him to give it back, or at least release it so you can take it from him. Praise him for playing the game and return the toy to him. The child will share a valued toy when he has confidence that he will get the toy back.

At this stage, the child enjoys face-to-face rhythm games and finger play that you and he can play together. They increase his language and they pay off in motor development. You shouldn't expect him to repeat the words. You simple want to expose him to the rhythm and the order. He'll enjoy this and may want to continue after you are bored. If at all possible, let him set the pace. Remember that it is his learning that is the aim. Suggested rhythm games and songs are: "Pat-a-cake;" "This little pig;" "Here is the Beehive;" "One, Two, Buckle My Shoe;" "Hickory, Dickory, Dock;" "Row, Row, Row Your Boat."

Card 3

RECEPTIVE LANGUAGE

STAGE 5 -- Ideas and Activities

Sit with the child and point out some pictures in a magazine or book. To prepare for this, find pictures that you know are repeated in a magazine or book like a man, or a car, a dog, or cat, or other objects he has seen in real life and with which he is familiar. Speak to him in sent ces such as "See, there's a car," or "Look, that car is like ours." "There's a man. Is that daddy?" Allow him to play with the magazine and let it be his. He will enjoy it even more as he becomes familiar with it.

After the child has become very familiar with these pictures, ask him to point to those objects he knows. If he needs help, help him to touch them with his finger as you ask him to "Touch the _____."

When you play games with the child, go with him to get the toys and let him help carry them back to where you will play. When finished playing, have him then help you put them back.

Card 4

RECEPTIVE LANGUAGE

STAGE 5 -- Ideas and Activities

Name the different parts of your body. Touch them as you name them and have the child touch them, too. Then name the parts of his body as you touch them and then help him touch his own body as you again name the parts. This is a good activity to do while sitting with the child in front of a mirror, and also during bath time and dressing.

Play ball with the child. Throw it and ask him to "get the ball." Then hide the ball while he is watching and ask him to "find the ball."

Play records or sing songs which you can perform actions -- "Pop Goes the Weasel," "Ring Around the Rosie," "London Bridge is Falling Down." Encourage the child to do the actions with you.

Card 1

RECEPTIVE LANGUAGE

STAGE 6 -- Ideas and Activities

The child will now be ready for and enjoy more language play--although, of course, you've already been using words in connection with every game. Now he has a basic knowledge that mommy and daddy and the other members look different and sound different, and he is also aware of different objects and rooms in the house. An activity for when several family members are together is to say, "Where is daddy?" Help him point to daddy if he does not do so by himself. "Where is Johnny?" Help him point to himself. Then have someone leave the room while the child is watching and ask the child where that person is. Help him to point, if necessary. Also ask him to point to various rooms in the house that can be seen from where the child is sitting.

When you ask the child to do something, always show him what you mean if he seems not to understand. For example, if you ask him to throw his napkin away, go over to him immediately after you have said it. Have him hold the napkin, walk over to the garbage, and throw it away--helping him where necessary.

Card 2

RECEPTIVE LANGUAGE

STAGE 6 -- Ideas and Activities

Encourage the child to be your helper by letting him do easy tasks around the kitchen like getting his spoon and putting it on the table, passing his plate to the person next to him when stacking the dishes after a meal, picking up his glass and bringing it to you at the sink.

Get or make a large picture of a doll, then get the child's favorite doll and sit down by the child. Ask the child to touch one of his body parts that you know he knows. Then ask him to touch the same body part on you, and then on his doll. Then ask him to touch the same body part on the picture of the doll. If he needs help with touching the part on the doll picture, help him. Repeat this same procedure asking the child to touch the common body parts one by one, first on himself, then you, then his doll, and finally, on the picture of the doll. In this way, he learns that, for example, a nose is still a nose whether it be on himself, on another person, on a doll, or on a picture of a doll.

Card 1

RECEPTIVE LANGUAGE

STAGE 7 -- Ideas and Activities

The behaviors listed in STAGE 7 are very similar to those listed in STAGE 6 (and some in STAGE 5) except that, as the child is growing older, he is expected to know more about himself and things in his environment; so STAGE 7 behaviors requires him to touch two named pictured objects on a page instead of just one, to follow four directions with a ball instead of just two, to touch more named body parts on himself, to touch more named body parts on a pictured doll, and to begin to follow directions using simple prepositions ("in" and "on").

Therefore, the ideas and activities presented in STAGE 6 (and many in STAGE 5) should be continued, only now you are expecting the child to respond with more knowledge and accuracy. If you have been remembering to constantly surround the child with descriptions about himself and his environment, and then asking him to respond to questions you have asked about himself and his environment, he should have a good understanding of the world around him (receptive language) and should have little difficulty in acquiring the STAGE 7 behaviors.

Card 2

RECEPTIVE LANGUAGE

STAGE 7 -- Ideas and Activities

From this point on, much time should be spent with the child reading children's books to him, playing children's games, singing children's songs. The child is becoming ready to understand number concepts, color differences, shape differences, size differences. Begin to include mentioning numbers, sizes, shapes, and colors in your descriptions of things around him. He need not be able to answer questions like, "What color is the ball?" or "What shape is this box?" Just talk to him about those qualities. "You have two balls. One ball is big and one ball is little. We are playing with your big ball. This big ball is red. Your little ball is blue. Throw me your big red ball."

Card 1

RECEPTIVE LANGUAGE

STAGE 8 -- Ideas and Activities

Please refer to the STAGE 7, Receptive Language, Ideas and Activities card. The information given on that card pertains equally well to STAGE 8; for as in STAGE 7, STAGE 8 includes the same type of general behaviors as these listed in STAGES 5 and 6--the only difference being that STAGE 8 behaviors assume the child knows more specific information than the previous stages. As would be expected, as the child's development progresses, it is assumed that his understanding about himself and the world around him increases. The procedures for helping the child attain this newer knowledge remain the same as those listed in STAGES 5,6, and 7.

The child's language growth greatly depends on those with whom the child spends most of his time. The key to remember is: DESCRIBE, QUESTION, LISTEN, DESCRIBE, QUESTION, LISTEN, DESCRIBE, QUESTION, LISTEN...